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ABSTRACT

These proceedings of a conference built around the theme of the professionalization of adult and continuing education include the full texts of presentations at the conference General Sessions, papers and synopses of conference workshops and panel presentations, reports from the seven task forces of the Commission of Professors of Adult Education; and the census of adult education doctoral degree recipients from 1981 and 1982. General sessions presentations are "Prospects for and Challenges to the Professionalization of Adult and Continuing Education toward the Year 2000" (Jerold Apps); "Professionalization of Selected Adult Education Sub-fields" (Ronald Cervero); and "Challenging the Future: The Professionalization of the Major Segments of Adult and Continuing Education" (William Griffith). Task force presentations include "Computers and Publication Opportunities" (Huey Long); "Computers, Telecommunications, and Adult Education Scholarship" (Roger Hiemstra, Tom Sork); "Defining Terms Used in HRD for Research and Practice" (Douglas Smith, Ronald Sherron); "Academic Preparation of Adult Educators and Human Resource Development Professionals: Is There a Nexus?" (Karen Watkins, Catherine Cameron, Victoria Marsick); "Survey of Graduate Programs" (Elizabeth Knott, Jovita Ross); "Toward Conceptualizing International Adult Education as a Field of Study and Practice" (Marcie Boucouvalas, Victoria Marsick); "Workshop on Decisions in Research that Influence Findings" (James McElhinney); "Quality in Qualitative Research" (Hal Beder); "Preparing Adult Educators to Use Qualitative Research Methods" (Catherine Cameron); "Qualitative Practices that Strengthen: Validity, Reliability, Generalizability, Replicability, and Prediction" (Roy Ingham); "Issues in Qualitative Research" (Donald Mocker); "Self-Directed Learning, Development, and Mentorship" (Laurent Daloz); and "Building Theory from Practice" (Victoria Marsick, Karen Watkins). The task force reports are in these areas: computer, human resource development, instructional improvement, international concerns, research, self-directed learning, and theory building. The annual census of doctorates conferred in adult education in 1981 and 1982 appears last. (YLB)

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Commission of Professors
of
Adult Education

PROCEEDINGS OF THE 1986
ANNUAL CONFERENCE

October 20-22, 1986
Hollywood, Florida

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"The mind of the scholar, if you would have it large and liberal, should come in contact with other minds. It is better that armor should be somewhat bruised by rude encounters even than hang forever rusting on the wall."

Longfellow, 1839

This publication is a report of the proceedings of the 1986 Annual Conference of the Commission of Professors of Adult Education, which was held in Hollywood, Florida, on October 20-22, 1986. As evidenced by the variety of papers, presentations, and reports contained in this manuscript, the conference was a mechanism for individuals to share ideas, research, concerns, and state-of-the-art technologies while simultaneously renewing acquaintances.

This year the proceedings have been expanded to include the following: the full texts of presentations at the General Sessions; papers and synopses of conference workshops and panel presentations; reports from the seven task forces of the Commission; and the census of adult education doctoral degree recipients from 1981 and 1982.

Beyond serving as the written record of the conference, the proceedings provide an overview of the current undertakings and research efforts of our colleagues. Additionally, the document serves as an impetus for the formation of collaborative efforts and the establishment of linkages both nationally and internationally.

Linda H. Lewis and John A. Niemi, Editors

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PROSPECTS FOR AND CHALLENGES TO THE PROFESSIONALIZATION OF ADULT AND CONTINUING EDUCATION TOWARD THE YEAR 2000

Jerold W. Apps
University of Wisconsin-Madison

A few months ago your planning committee contacted me and asked if I would give one of the opening talks at this year's meeting. After a brief conversation, I said "Yes," not really knowing what I was expected to do.

A few weeks later I received a two-page, single-spaced letter outlining in great detail exactly what I was supposed to talk about. Your correspondent said I should talk about "the underlying philosophical issues and questions that confront the field of adult and continuing education as it ponders the prospects of increased professionalization during the years preceding the year 2000." He also said I should "identify the likely effects of increased professionalization, e.g., the ability of clients to receive effective and efficient services, restricted entry into the field of prospective adult educators, and the amount of public and private funds available to implement adult education programs." And he listed several other topics.

At the bottom of the page, after the detailed listing of the many topics was the strong statement, "your remarks should be limited to forty minutes."

Our theme for this year's professor's conference is Professionalism in Adult and Continuing Education: The Year 2000. On one level it is easy to accept a goal that we professors should work toward becoming more like a profession, and that we should encourage others who organize, administer, and teach in programs for adults also to become more professional.

In preparing for this talk, I dug out Cy Houle's book, Continuing Learning in the Professions (Jossey-Bass, 1980). Cy lists fourteen characteristics associated with the professionalization process. These characteristics range from "As many members of the occupation as possible should be concerned with clarifying its defining function or functions, "to number 14, "defining relations of the occupation to the users of the services."

Cy's list is certainly a useful guide for occupations wishing to move toward a more professional status. I suspect that the Commission of Professors of Adult Education could gain if we paid more attention to Cy's fourteen characteristics.

But if I could be so blunt, and some may think foolish, I believe we professors of adult/continuing education have challenges to face that may or may not be met through professionalization of the field. Before becoming more specific about what these challenges are, let me take a moment to paint a background picture. The challenges I'll mention later grow out of this larger context. Let me share, then, a few of the societal forces that impinge on all of education these days, adult/continuing education included.

Societal Forces

The first force I'd like to examine is the changes that are occurring in the structure of the U.S. population. All of us are aware of this trend, but let me share some specifics.

One of the dramatic changes is that we are getting older. In 1970, when we had a population of 203.7 million in this country, 14 percent, or 28.7 million, were 60 or older. By 1980, the percentage had increases to 16 percent. By 1990, these 60 and older will make up nearly 17 percent of our population.

Let's take this analysis one step farther. I attended a meeting not long ago where a speaker was discussing people in the "fourth quarter" of their lives. He was, of course, talking about those persons who are 75 years or older. In 1970, 3.75 percent of our population was 75 or older. By 1980, this percentage had increased to 4.4 percent; by 1990, it will be 5.5 percent; and, by the year 2000, 6.4 percent of the population. By 1990, there will be 13.7 million people 75 years or older living in this *country. With improved health care, these fourth quarter citizens will be lively, productive people. Many of them are interested in adult/continuing education activities.*

Now let's shift to the first quarter citizens. We have seen a dramatic decline in the birthrate in this country. In 1960, there were 23.7 births per 1,000 population; in 1975, the rate had dropped to 14.6 births per 1,000 population; in 1981, we began to see a slight increase to 15.8 births per 1,000 population. This, of course, has resulted in a declining school population and in declining college participation of traditional age students.

There are also some very disquieting statistics. The number of births to unmarried women has increased sharply in the last decade. For example, in 1970, 5.7 percent of all births to white women were to the unmarried. By 1981, that percentage had soared to 11.6 percent. For black women, in 1970, 37.6 percent of all births were to unmarried women. By 1981, that figure had climbed to 56 percent.

Even more disturbing is the record of births to women who are less than 18 years old. There has long been evidence of the importance of the first few years of life in forming personality and in shaping educational achievement. The problem of children having children is one of the most critical that faces and will face educators in this country at all levels.

One cannot examine population changes in this country without exploring immigration patterns. Most of us are aware of the historical immigration pattern in this country. Indeed, many in this room can trace their ancestry to European countries. As we all know, immigration to this country, particularly from Europe, was dramatic in the late 1800s and the early 1900s. But a new, quite different, immigration pattern has developed in recent years. In 1981, the last year for which I have statistics, Asia and Latin America contributed 81 percent of the 600,000 legal immigrants who came to this country. This number does not include the huge number of illegals who cross the U.S. border every day. The largest number of Asian immigrants came from Vietnam, Korea, and the Philippines.

I'm told that, at the University of California-Berkeley last year, 40 percent of their enrollment was minority--24 percent oriental, 9 percent Hispanic, and 7 percent black. UCLA's minority enrollment was even higher--44 percent.

Today either we don't seem to be aware of the large number of immigrants pouring into our country, or we believe, somehow, that those who do come are still coming from Europe. As a result, we continue to teach European History in our schools. We emphasize the European languages, when we emphasize languages at all. We have a very distinctive Western flavor in our educational system.

There is an even more profound related occurrence. We need only to examine where our trading partners are in the world to realize that, while we historically traded with Europe, today our major trading partners are in Asia, particularly Japan. We have traded more with Asia than with Europe every year since 1979. Yet our education, our values, and our culture tend more toward a Western orientation than an Eastern one.

We've been working hard to correct this. You've all heard about businessmen taking courses in Japanese culture, in order to improve their relationships with their Asian competitors. One of our high schools in Madison has begun teaching Japanese.

A Shrinking Globe

The fact of international trading reminds us all of a second major force affecting what we do in adult education, as well as almost every other facet of American society. We are indeed part of a community. We can no longer isolate ourselves, no matter where we live. I certainly don't need to remind anyone from Texas, or Oklahoma, or Louisiana of the affects of oil production in the Middle East on the economy in these states.

I don't have to remind anyone from the Midwest that wheat production in Argentina influences the price for a bushel of wheat in Kansas and every other place in the world.

A couple of years ago, when I was doing some work with the University of Guelph in Ontario, Canada, I was introduced to their new agricultural computer system. One feature of that system *provided almost minute by minute updating of the weather conditions in Ontario and for all of Canada. But, by pushing a button, a Canadian farmer could have a satellite weather story for the wheat-growing areas of the U.S.S.R. Canadian planting schedules, harvesting schedules, and certainly marketing was influenced by this information.*

From an Industrial Society to a Service Society

We have, for several years, particularly the last half-dozen, been moving quickly away from jobs in the industrial segment to jobs in the service segment.

I was doing some work with Corning Community College not long ago, and saw first hand the large number of steelworkers who had been laid off from their jobs in that steel mill area of Pennsylvania and Southern New York. I met Jack Wilson, who had been a steelworker all his life, as had his father. He was forty-five years old, and had a wife, two kids, a mortgage on his house, and payments on his car. And he, outside of a couple of strikes, had never been out of work. But now he was laid off, permanently. We drove by his former place of employment, which stood empty. No smoke belched from the plant's stacks.

Jack Wilson then enrolled in Corning Community College to study computer operations. He was enrolled in a basic math course, and he was scared to death. I could see it in his eyes. I could see it in what he did with his hands. Jack Wilson was learning new skills, so that he could find another job. Jack Wilson would never work in a steel mill again, but he had to work because he had mouths to feed and bills to pay, and a bit of pride to protect.

As you know, there are thousands of Jack Wilsons who are forced to change jobs and often require retraining in order to find something.

Increased Technology

Another force that affects what we do in profound ways is technology--from the robot who replaces a worker, perhaps several workers, in a factory to biotechnology, where scientists are influencing the most fundamental characteristics of life on this planet. I'm sure you've all heard of the possibility of spraying potatoes with a specially constructed bacteria that will prevent frost and of plants, such as wheat, having built into their gene structure the ability to fix nitrogen, as legumes do now.

The technology that all of us in education are most familiar with is in the information area. What a remarkable series of events have occurred in not much over a hundred years! Alexander Graham Bell gave us the telephone in 1876. Thomas Edison, that genius with the light bulb, invented the phonograph in 1877, and George Eastman came along with his box camera in 1888. It was in 1952 that John Baird, Scottish inventor, transmitted the first recognizable human feature by television.

Perhaps even more remarkable is the microcomputer. When I worked on my Master's degree back in 1956, I was one of the first students in my department to put my research work into a computer. It was a huge machine with glowing tubes and a special air-conditioning system to keep the equipment from melting, and a special air filtering system to keep the dust out of its works. When one went to debug a program, that is often exactly what was the problem--a bug of some kind had crawled into the machine and short-circuited the system. Now I have a micro-computer on my desk that will do far more than that room full of equipment, far more quickly, and I need very little training in order to make it perform.

Another device that has recently come on the market is called CD-ROM, which stands for compact disk, read-only memory. Vast amounts of information can be stored on this disk using laser technology. By hooking a CD-ROM up to one's personal computer, it is possible to have an encyclopedia-size data base at one's finger tips. To illustrate the vast capacity of the CD-ROM, information that would take up 460 IBM Personal Computer floppy disks uses only 5 percent of the compact disk's storage space. The Holy Bible takes up only a fraction of a percent of space.

We now have the technology to store entire libraries and transmit the information anywhere in the world via satellite. Never in the history of humankind have we had so much information available to us, but it is not always a great advantage to have so much information. John Naisbett, author of the best seller Megatrends, wrote, "We are drowning in information but starved for *knowledge...uncontrolled and unorganized information is no longer a resource in an information society. Instead, it becomes the enemy of the information worker."*

Indeed, the idea of a seemingly unending supply of information has become controversial. Wendell Berry, a poet and historian, writes: "To those would-be solvers of the 'human problem,' who hope for {information}...{capable of} controlling the world, it is a source of unremitting defeat and bewilderment. The evidence is overwhelming that {information} does not solve the 'human problem.' Indeed, the evidence overwhelmingly suggests...that {information} is the problem."

Illiteracy

I want to say a word about one more force in our society that has an increasing effect on what we do in adult continuing education. That force is the increasing level of illiteracy in our society.

In his new book Illiteracy America, Jonathan Kozol says there are 25 million adults in this country who can't read the label on a bottle of poison, and another 35 million who can't read well enough to function in our society. That is 60 million adults who are functionally illiterate. When the United Nations ranked the countries of the world in terms of literacy, the United States was ranked 49th of 158 member nations.

Kozol tells the story of a young man who was his neighbor who cleverly hid his inability to read. He recalled taking the young man to a restaurant where he spent a long time supposedly studying the menu. When the waitress arrived, he ordered a hamburger and a coke, because he had learned that he couldn't go wrong. Almost every restaurant could produce a hamburger and coke. He took the young man to a fancy restaurant one time, and the young man asked if they could leave. The young man's choice was a Howard Johnson restaurant. Why? Because Howard Johnson had pictures of the food on the menu.

Let me share another story. My daughter Susan, for the last two years, was a first grade teacher in a rather low income rural community in central Wisconsin. One day she was meeting with the mother of one of her students and talking about how the youngster would improve his reading if his mother helped him. Very quietly the young woman, with tears streaming down her face, looked at my daughter and said quietly, "I can't read. How am I supposed to help my little boy?"

Susan, who grew up in Madison and did her student teaching in an upper middle class school, was so taken aback she didn't know what to say. Finally she said, "why don't the two of you together learn how to read."

Not only is there a problem of illiteracy in the sense of reading, writing, and use of numbers--there is a more profound illiteracy. There is increasing political illiteracy, as evidenced in the voting record in this country and the often lack of involvement of people in issues that affect them. There is economic illiteracy, as evidenced by people not really understanding how decisions made by the oil producers of the world affect the price they pay for goods in this country.

Those are but a few of the forces that have an effect on what happens or should happen in adult continuing education.

Challenges for Professors of Adult/Continuing Education

Growing out of the societal forces I mentioned above are several challenges I believe all of us in adult/continuing education face. I particularly want to focus on those challenges faced by professors of adult/continuing education.

1. We are challenged to examine the curriculum for our graduate students in adult/continuing education. In our zeal to be flexible, that is, providing courses on weekends, evenings, and over the media, we sometimes have lost sight of what it is we are providing during these flexible times. We have sometimes lost sight of quality and relevancy.

We have also, in my judgement, become obsessed with the technical aspects of adult/continuing education--how to plan a program, including all of the trappings from the mechanics of needs assessment to techniques for data collection when doing an evaluation; how to teach adults, ranging *from using the computer to how to arrange chairs in groups of five or six for group discussion. Let me quickly say, before I am misunderstood, that people who wish to become educators of adults in the broadest sense of what that means from administrator to a leader of workshops, must have the technical skills for doing adult/continuing education. But too often I fear the study of these technical skills is viewed as the entire graduate program.*

There are several other dimensions to a curriculum that I believe are important. Let me list several of them as examples. Let me also say that "the Course" is not the only way to include this knowledge. In my judgement, when our students complete their graduate programs, they should have a working understanding of:

a. trends in U.S. society, demographic, economic, political, and social.

b. the concept of the shrinking globe and the need to examine what we do from an international perspective.

c. ethics and morality, particularly as they apply to adult/continuing education. This includes a sense of social consciousness, justice, concern for peace, and the search for good. In much of graduate education, adult/continuing education included, we exalt the intellect and we set aside the moral and spiritual dimension of the human condition.

d. critical thought. Critical thought means being aware of the assumptions that undergird what we do and being aware of the metaphors and the slogans in our language and their subtle meanings. It means helping our students make the usual unusual, of showing them how to examine what they do. It means stepping back and asking why? Why do I do a needs assessment, for example? What assumptions am I making about human beings when I do needs assessment? Are there alternative approaches? And what are the assumptions of these alternative approaches?

But not all of critical thought is so rationale. We should also encourage people to listen to their inner voices, that often scream to be heard. In our zeal to be "scholarly" we often stifle this personal source of critical examination. Henry David Thoreau illustrated this idea well when he wrote the following words in his journal:

> *I take incredibly narrow views,*
> *live on the limits,*
> *and have no recollection of absolute truth.*
> *Mushroom institutions hedge me in.*
> *But suddenly, in some fortunate moment,*
> *the voice of eternal wisdom reaches me,*
> *even the strain of the sparrow*
> *liberates me,*
> *whets and clarifies my senses,*
> *makes me a competent witness.*

I am not suggesting that we professors of adult/continuing education teach societal trends, international concern, ethics and morality, and critical thought as I've discussed it. But somewhere in our students' graduate programs, these topics should be included, in my judgement. An adult educator must be much more than a competent technician. The skills for doing adult education are important. But alone they are not enough.

2. Concern for all of education.

Adult educators tend to isolate themselves from the rest of education. We talk about adult development and adult learning. We discuss planning, teaching, and evaluation approaches for adult/continuing education--but always from the perspective that there is something uniquely different about adult/continuing education. In our zeal for adult education, we magnify our uniqueness, and thus we see no connection between what we do as educators of adults and what first grade teachers do. We see no connection with high school English classes, or even beginning classes in schools of nursing.

Unfortunately, not only do we not see any connection to formal schooling; we seldom see the relationship of adult education to the many other sources of learning in society, from what occurs in the family before schooling begins to the learning that occurs through everyday living, from going to movies, and from the mass media.

We need to ask and seek answers to several questions:

a. To what extent does what happens or does not happen during a child's first years influence his or her desire for a life of learning? What of the many children who are born to young women who themselves are still children--what will be their interest in learning throughout their lives?

b. To what extent does one's elementary, secondary, and post-secondary or higher education experience influence both one's desire for adult continuing education as well as the style by which one learns best?

c. To what extent does the amount of TV one watches as a child influence one's interest and skills for a life of learning? According to Neil Postman, a professor of communications at New York University, American children watch, on the average, 5,000 hours of TV before they start school. They will have watched 16,000 hours by the end of high school. In the first twenty years of a person's life, he or she will watch 800,000 television commercials. Postman points out that we are a society where "the printed word has moved to the periphery of our culture and the electronic image has taken its place at the center." To paraphrase Postman, electronically educated people--and the facts clearly show that people spend more time with TV than they do with teachers--are educated to become critically disabled, unable to discern truth from lies, unable to examine arguments carefully, and influenced more by symbolism than by logic.

You may be wondering what does all this have to do with me, someone concerned with the education of adults, and the preparation of people who will be responsible for adult/continuing education in its many forms.

In my judgement, each of us is challenged to learn more about what is happening at all levels of education, from child education in the home to the effects of television. Where were we when the debates occurred about reforming elementary and secondary education? Where are we when people speak out on the effects of television? Will not the successes of the several educational reforms that have commenced lately contribute greatly to what adult educators do and how they do it?

Unless we begin to be more concerned about the rest of education and begin to see that we are indeed a part of it and not separated from it, the field of adult continuing education will be increasingly concerned with remedial education. What happens to children in our society from birth until maturity is as much our concern as it is anyone else's, in many ways much more our concern.

3. Concern for the public.

We've done a good job informing the public about what adult continuing education is, who is involved, and why it is important in society. Almost always, when legislation is considered for adult continuing education, the questions asked is this: What is it? What is adult continuing education? We get as many answers as there are people in this room. We've got to learn how to talk about adult continuing education, and we've got to take our message to the people. We have a tendency to talk to each other in a language that is sometimes incomprehensible to anyone who is not on the inside. We talk about bicycling programs around the state, about behavioral objectives, and performance indicators. We've got to learn how to speak English about adult continuing education, and then we've got to begin talking with people about it in a variety of ways.

4. Concern for developing a vision for adult/continuing education.

We've got to be able to dream and translate those dreams into images that other people can share. We have developed, over the past couple of decades, a cadre of competent professors of adult/continuing education. We know how to teach program planning and evaluation, and the ages and stages of adult development. But can we go beyond the how-to's of adult/continuing education? Can we sit back and close our eyes and dream of what might be? Are we able to have constant unease so that we are always trying to look ahead, to develop a vision of what might be, an idea toward which *we can work? Where are the visionaries in adult/continuing education? I don't see many in our group, but I've read some of them. Eduard Lindeman was a visionary. Paulo Freire is a visionary.*

Some of the strongest visionaries in adult/continuing education I've met in recent years have no formal credentials whatever. They have never taken a course in adult education; in fact, did not know there was such a thing. Yet they were able to see into the future and they had an idea about what had to be done to help people get there. I think of an elderly lady I know in Milwaukee who teaches creative writing at a retirement center. She teaches from the heart, and she knows where she is going, and she knows the importance of lifelong learning for people in their seventies and eighties and beyond. She has a vision.

I think of some of the people I know in business and industry who are developing new courses and programs and workshops, and are trying new approaches to teaching. They have a vision for adult/continuing education. I'm sure many of you have read Nell Eurich's book Corporate Classrooms, where she describes the accredited degree programs now offered by eighteen different corporations. Eurich concludes, "it would be ironic if significant new insights about how we learned would come, not from the academy, but from industry and business."

These are but a sampling of the challenges I could mention. Had I time, I would liked to have talked about research and what our challenges as professors are in creating and translating knowledge. I would also liked to have talked about our challenges in helping the colleges and universities where our programs are found become more responsive to adult learners at every level. In conclusion, let me come back to the issues of professionalism and professionalization. As we professors work on questions of professionalization, let us not lose sight of the challenges I have mentioned. If professionalization will help us meet these challenges, excellent. But if we invest our time fussing with the trappings of a profession--the concern about who belongs and who doesn't, what one does, and all the rest--we are wasting valuable time.

Recently I had a humbling experience. John Niemi, Harlan Copeland, and I were on a panel at a National Continuing Education Association meeting in Minneapolis. The topic was this: Of what value is a degree in adult/continuing education for administrators of college and university extension programs? An underlying assumption at the session was that other training may very well be better for these administrators. I had a similar humbling experience when I spoke to a group of adult educators at a conference in Albany, New York. I had lunch with a director of a university continuing education program, and he said to me, " I'm proud to say that not one of my programmers has a degree in continuing education."

We've got some work to do, as professors of adult continuing education to establish confidence among those who we believe can gain from our programs.

Another statement I heard a few years ago which I never forgot is "Adult education is too important to be left to the adult educators."

Where does this leave us? Without question, adult/continuing education in its various forms, from self-directed aspects to community development to educational activities sponsored by a variety of agencies, institutions, and businesses, will become ever more important as we move toward the end of this century. An important question for us as professors is this one: Where will we fit? What role do we want to play? As we discuss professionalization, I hope we will keep in mind bigger pictures, larger contexts. We, as professors, must learn to understand and work with a host of others who are now or will be sponsoring adult/continuing education activities. We must avoid pointing fingers and suggesting a program or activity is inadequate because it doesn't look right from our perspective. I'd like to close with a little poem that makes the point:

> *There is so much good in the worst of us,*
> *And so much bad in the best of us,*
> *That it ill behooves any of us*
> *To find fault with the rest of us.*

PROFESSIONALIZATION OF SELECTED ADULT EDUCATION SUB-FIELDS

Ronald M. Cervero
University of Georgia

How professionalized are various segments of the field of adult education? This is a relatively easy question to answer when compared with the prescriptive question of whether these sub-fields should seek to professionalize further. So I'll handle the easy one first and then move onto more difficult material in the second half of my talk.

Of course, the major issue I must first make clear is the meaning of "professionalization." First, a note about what I am not talking about. I am not referring to how "professional" an individual is. In common parlance, this term has come to mean a competent, committed worker. If this were the criterion, adult education would already be as professionalized as any occupation.

Our unit of analysis must be the occupation rather than the individual because individuals don't professionalize; occupations do. I'll use what I consider to be the dominant mode of analysis of professionalization in the sociological literature to guide my discussion. In her book, The Rise of Professionalism, Larson says that professionalization is the process by which producers of special services constitute and control a market for their services. For this professional market to exist, a distinctive "commodity" must be produced. Now, professional work is only a fictitious commodity. Unlike industrial labor, most professions produce intangible goods in that their product is inextricably bound to the person who produces it. It follows, then, that the producers themselves have to be produced if their products are to be given a distinctive form. In other words, professionals must be adequately trained and socialized so as to provide recognizably distinct services for exchange on the professional market.

For professionalization to occur, a number of conditions must be met. I'd like to focus on one condition that has been a necessary step in the professionalization of every other occupation. In order to provide a recognizably distinct service, a profession must have a recognizably distinct knowledge base that is taught to its new members in a standardized way. For most professions, the production of knowledge and the production of producers are unified into the same structure. That is, the model of research and training institutionalized by the modern university gives to professions the means to control their knowledge base as well as to award credentials certifying that the professions possess this recognizably distinct type of knowledge. Therefore, an occupation's level of professionalization can be assessed by the extent to which its credentials are accepted as necessary to provide a specific type of service.

Using this criterion of professionalization, we can assess the extent to which various sub-fields of adult education have professionalized. Not unexpectedly, the most professionalized sub-field is the professoriate. While no data have been systematically collected, Niemi estimates that at least 80% of the Commission of Professors have earned doctorates in adult education. Thus, this group has been reasonably successful at constituting and controlling the market for its services. As you know, the Commission of Professors is now discussing a process that can increase its level of professionalization--accreditation standards for graduate programs. The effort to establish a process of accrediting graduate programs in adult education is simply an attempt to make formal, explicit, and mandatory what has been informal, implicit, and voluntary. It is clear that one goal of these accreditation standards is to prohibit anyone without the proper credentials from practicing in this sub-field of adult education. If these standards can be successfully implemented, the professoriate will likely become more highly professionalized.

Once we move to other sub-fields, the levels of professionalization drop dramatically. I would argue that a fundamental cause of these low levels is the lack of a recognizably distinct knowledge base? What program represented here has not had a problem defending the exclusiveness of our knowledge base? How many times have deans and governing boards asked us: What is unique about your graduates? Why can't they get degrees in instructional technology, educational psychology, administration, or curriculum?

This lack of exclusivity in our knowledge base has made it difficult to constitute and control a market for our expertise in specific sub-fields of practice. For example, 94% of the teachers in ABE are certified to teach elementary or secondary education, while only 13% of ABE teachers are certified in adult education. Sixty-eight percent of deans and directors in continuing higher education have doctorates; 42% of these doctorates were earned in some field of education other than adult education, while 33% were earned in the liberal arts and sciences. The reminder, only 25%, are adult education doctorates. These figures illustrate the first problem we have in defining and defending our knowledge base: differentiating it from other knowledge bases in the field of education. For example, do people trained in adult education perform any differently in ABE classrooms than certified elementary school teachers? Or, what is the difference between a person trained in adult education and one trained in higher education? Which one is better qualified to be a dean of continuing education at a university?

The second problem, in defending our knowledge base, is even more fundamental: Do we have any knowledge that is not possessed by people trained in a particular content area? This problem is illustrated by the fact that 33% of deans and directors in continuing higher education have their degrees outside of education. Another sub-field of practice where this problem is particularly evident is continuing professional education. It has been estimated that 95% of continuing professional educators have not been formally trained in education. The dominant view in CPE is that one must be a content expert (that is, a physician, lawyer, or minister) in order to direct the continuing education function within that profession.

I expect that similar figures exist in most, if not all other sub-fields in adult education. Except for the professoriate, I would conclude that adult educators have not managed to control to an appreciable degree the market for their services in any sub-field of practice.

Should adult education seek to professionalize further? In a recent dissertation, Carol Brown surveyed a national sample of adult educators who answered a resounding "Yes" to this question. Eighty-three percent would like to see the field professionalized further. I see the process of professionalization as very likely to continue. In fact, I truly believe that professionalization of adult education is a non-issue. Unless all graduate programs in adult education were dismantled, we will continue to attempt to constitute and control the market for our services by producing certified adult educators. The process of professionalization began 50 years ago with the placement of degree programs in higher education institutions. I say let us understand that this process is a function of pervasive social, political, and economic forces inherent in Western capitalist societies. While we certainly have options as individuals about whether to participate in this process, it is difficult to imagine what alternatives we have as an occupation. Let us accept that we are involved in the process of professionalization and move to the more important issue of what options we have, individually and collectively, in shaping the professionalization of our field. I would like to propose three options.

If any one of us is opposed to professionalization, one option is to resign our position as professors. I know at least two professors who have done this because there was too wide a discrepancy between their actions and beliefs; that is, they felt it was inconsistent to be involved in a process that produces certified adult educators while at the same time believing that professionalization of the field is undesirable.

A second option is to engage in unexamined or unreflective forms of professionalization. In this mode of practice, we do our research, publish our books and articles, and teach and certify our graduate students without thinking seriously about the purposes and consequences of our actions. Let me sketch for you what the sub-field of ABE might look like if we follow this form of professionalization.

The year is 2026. We have finally convinced the federal government to pass the Adult Educare Bill. This bill has been the result of an intense lobbying effort by our Political Action Committee. Now, any adult who wants to develop literacy skills or obtain a high school diploma can do so by enrolling in a national system of adult literacy classes. Of course, there is a $200 fee to be paid by students every semester in which they enroll to defray some of the cost of this multi-billion dollar program.

Members of congress from economically deprived districts decry this fee because it has created two classes of literacy students: those who can pay and those cannot. Those who cannot pay are being educated in community-based programs with teachers who are not licensed. It is argued that these students are being forced to submit to substandard service and back-alley education.

All "true" literacy teachers are licensed by the state and must participate in 100 hours of continuing education every year to be relicensed. Licensing was instituted 20 years ago to protect unsuspecting learners from unscrupulous, unprepared, and money-hungry elementary school teachers who were operating proprietary ABE programs. Teachers are certified by the ABE Commission by passing a standardized test for specialty work in math, English, reading, and life-coping skills. We are on the verge of a breakthrough--creation of sub-specialities such as "fractions for Laotian students in competency-based instruction." Of course, teachers with sub-specialty credentials will be paid more money.

It is now illegal for anyone to take the GED test who has not been through our programs. Only we, the professionals, can identify the needs and problems of our students; only we can provide the proper remedy, which is us; and only we will know when these people are ready to take the test. We shall not tolerate self-instruction. Can you imagine a women trying to have a baby without a doctor?

We would not have to worry too much about being sued by students who did not pass the test or get a job. These cases are brought before our fellow adult education professionals because only they are competent enough in the arcane and rarified atmosphere of adult education terminology and knowledge to judge us.

If you think this image is outrageous, you have only to remember that one of the major issues in the Flexener report, which revolutionized medical education in 1910, was whether physicians needed to have a high school diploma. It is unlikely that anyone at that time would have been able to predict the structure of medical education today.

A third option would be to seek alternatives to the model of unreflective professionalization that I described earlier. For at least 10 years, people like Bob Carlson and John Ohliger have urged the field to reject current models of professionalization and to seek alternate ones. Phyllis Cunningham and others have urged the field to de-professionalize rather than to professionalize. If you haven't been moved by their arguments, perhaps you might listen to what practitioners have to say about this question. Fifty-six percent of Brown's national sample of adult educators agreed that adult education should develop model of professionalization different from that of medicine. Lest you think these are the ravings of the lunatic fringe, I would point out that one of her sub-samples were NUCEA institutional members. Thirty-nine percent of this group believe that adult education should develop an alternate professional model.

The major unanswered question in this debate has been this: What might alternate professional models look like? I believe that we have simply not known where to look. Rather than focusing on the process by which we certify adult educators, we need to look at how adult educators use their professional power and what ends they serve. While professionals may have a common training, a soon to be completed dissertation by Steven Murphy has demonstrated that professionals use this common background for very different personal and social purposes. For example, some clergy see their function only as insuring the personal salvation of the members of their congregation, while others (such as those working in the tradition of liberation theology) define their role as improving the material conditions of people's lives. Some physicians are refusing to serve the poor and elderly because changes in third-party payment systems have limited the amount that they can be reimbursed under Medicare and Medicaid. On the other hand, there are physicians who operate free clinics for these groups. Many social workers participate in a process that makes their clients more dependent on the institutions that are serving them, while others are involved in political action to change the structural conditions that cause poverty. I am sure you can think of many other examples. But I hope this demonstrates that the ends of professional practice are characterized by diversity and conflict, not consensus. We must acknowledge that the practice of professionals is a far more diverse phenomenon than the preparation of professionals. The assumption that professions are best understood as communities united by common interests is simply a myth.

We do not need to create alternate models of professionalization out of thin air. By looking at the picture of our profession rather than the process of training, we can see many alternate models of professionalization.

I hope that we can now move beyond the question of whether adult education should professionalize. We have answered this question by participating in the process of awarding creden-

tials. So, which option is most desirable? My vision of professionalization for the sub-fields of practice is not like the one I sketched for ABE in the year 2026. Rather, our professionalization should recognize that the work of adult educators is informed by different, and to some extent competing purposes, knowledge, and ideologies. If the Commission of Professors wishes to fully embrace this third option, then the very least we can do is insure that these differences are represented in the content of our graduate programs. We must not marginalize the knowledge and practice of those whose work is out of the mainstream. We should recognize that the work of peace educators is as valid as the work of military educators. We should recognize that the work of adult educators in community-based literacy programs is as valid as that of our publically-funded ABE programs. Finally, we must recognize that adult educators' work with marginalized members of society (such as the poor and racial minorities) is as valid as that of adult educators who work with dominant groups (such as professions and businesses). This is the legacy of our beginnings as a field of practice. It is also the best hope for the future practice of our profession.

CHALLENGING THE FUTURE: THE PROFESSIONALIZATION OF THE MAJOR SEGMENTS OF ADULT AND CONTINUING EDUCATION

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> *"If an occupation is to qualify as a profession, this entails that it possess a theoretical knowledge base that provides an intellectual justification for its practices; and to the extent that teachers and educators fail to justify their practice by direct appeals to such a theoretical knowledge base, then they fail to practice as bona fide professionals." (Sanders, J.T. and McPeck, J.E. (1970). "Theory into Practice or Vice Versa? Comments on an Educational Antinomy," J. of Educational Thought, 10: 188-193.*

INTRODUCTION

Debates about the advantages and disadvantages of developing professionalism in various kinds of occupations have been going on for as long as the concept of a profession has existed. Much of the discussion has been about the essential characteristics of professionalism and the dysfunctional tendencies that develop, often unintentionally and without conscious design, on the part of those who are members of the professional group. Those who oppose the notion of professionalization do so largely because of certain phenomena they have observed in the functioning of existing professions whose public image has been tarnished and whose reputation has declined through the years. Those who are advocating increased professionalism within adult education do so because they believe that the positive outcomes of professionalization outweigh the potential disadvantage, and they seem to believe that, with the proper leadership, the dysfunctional tendencies and concomitant consequences may be forestalled or avoided. While there is little to be gained by having a prolonged dispute over the "correct" definition of profession and of professionalism, it seemed worthwhile to the planner of this meeting, at least, to spend some of our valuable time considering the probability that an increase of professionalism in some sectors of the broad field of adult education will likely result in positive or negative consequences. If we assume that in every case there will be some balance between good and bad outcomes, and do not make the mistake of assuming that any change is likely to produce only desirable or only undesirable results, then we shall be in an appropriate frame of mind to examine the possible outcomes with some degree of rationality.

Let us begin with consideration of some of the cited disadvantages and then examine the most commonly claimed advantages before attempting to arrive at some questions that each member of the Commission may wish to consider before deciding which forces should be encouraged and which should be restricted. Such an examination may lead to the conclusion that there are aspects of the field of adult education for which professionalism should be encouraged and other aspects for which increasing professionalism would seem to entail more disadvantages than advantages.

OFT-CITED DISADVANTAGES

Although a number of disadvantages have been identified by various authors and social critics, possibly the single most important one is that even though by definition professions are supposed to exist primarily to advance the welfare of the clients they serve, in practice it has been noted that, instead of keeping the welfare of the client uppermost in the scale of values of the profession, there is a sort of deformation that occurs, and the members of the professional group use their collective power to advance the welfare of the members of the profession, EVEN AT THE EXPENSE OF THEIR CLIENTS. This deformation has been observed too many times to think that it is an unusual occurrence. Instead, some forces within human beings seem to be operating that favor this self-seeking tendency. Indeed, even those who are the most dedicated advocates of increasing professionalism acknowledge that the danger of displacement of the core value should not be ignored. They emphasize that the leaders of a profession have an obligation to take precautionary measures to ensure that concern for the welfare of the clients will not be displaced by the self-serving financial and other interests of those who are members of that profession.

A second major disadvantage deals with the particular application of one of the essential characteristics of a profession--that of a special terminology for dealing with the phenomena the members *study. It has been noted that the members of a profession, in an effort to make communication among themselves efficient, develop a special vocabulary that enables them to convey ideas readily with an economy of words. Although this special vocabulary of technical terms is functional for the members of the profession when they are communicating among themselves, if that terminology is employed by the members of the profession when they are trying to communicate with the public they are trying to serve, the special terminology will obstruct, rather than facilitate effective communication. The development of a common theoretical knowledge base requires that those who claim that a profession exists must be prepared to make difficult decisions that are required in defining that knowledge base, as well as the technical vocabulary that all members of the profession will use. Remember Coolie Verner and his valiant and spectacularly unsuccessful efforts to achieve acceptance of such basic terms as method, technique, and device!*

Legally sanctioned professions are often given the privilege of controlling access to their own ranks. Although it cannot be said that the vocations that are commonly regarded as professions are the only groups that exhibit self-interest, there is sometimes a tendency to expect that professions, because of the social prestige of their members and the assumed obligation to serve the public, are not expected to exhibit as much self-interest as, for example, the members of a labor union who control access to its ranks. By restricting the number of persons who are permitted to enter a profession, the professional organization may be able to maintain a high level of earnings of those who are already within the profession. Such restriction is often presented as a desire to maintain standards, quite a defensible basis, in contrast to the selfish and socially reprehensible justification of upholding the standard of living of the established members of the profession.

Another frequently cited disadvantage that is accentuated by the critics of professionalism is that of decreasing the average layman's confidence in his ability to deal with the subject matter of the profession. The claim to expertise in an area is often accompanied by an unintended denial of the ability of the public to make any judgements whatsoever in that particular area. It is not, however, the nature of professionalism per se that has exerted the exclusive rights to an area of practice. Enlightened professions are able to cooperate with other groups who have allied, but not identical functions to perform. So, although it may be accurate to say that an overly zealous professional group may strive for inappropriate exclusivity insofar as the right to practice a given specialty is concerned, it is not a necessary situation, but rather a sort of deformity that develops as the leadership of a profession pursues unworthy goals. The use of field technicians and barefoot doctors is not at all incompatible with the further development of professionalism in the fields of agricultural extension and in medicine. Selfish exclusively is not an inseparable component of professionalism. Instead, it is possibly no more than a sign that fallible human beings have lost sight of the ultimate goal of the profession and have become mired in the means to the extent that they now obscure the ends.

COMMONLY CLAIMED ADVANTAGES

Probably no other advantage has been given greater emphasis than that of improved ability of the individual practitioner to provide expert service to clients. Through the standards imposed by the group of professionals, the public welfare is assured. Legally authorized screening procedures for those entering the professions are seen as means of ensuring that those who are not fully competent are refused entrance to the profession. To the extent that the members of the profession are capable of accurately defining the minimal qualifications of a practitioner, a screening device built on that knowledge is valid and serves to protect the public interest. It is immediately apparent that the misuse of such control for the purpose of artificially restricting the supply of practitioners of a given profession, so as to enable them to extract higher than fair returns from the costs of their educational investment, does not serve the public interest. It is not surprising that members of professions have a tendency to pay some attention to the economic aspects of persons entering the profession and to feel, at times, that the ability of the profession to attract really outstanding individuals is influenced to a marked degree by the financial rewards realized by those who choose to follow the profession, in comparison with the level of compensation for those who follow other professions. Accordingly, under the commendable motivation of wanting to attract the most capable candidates for the profession and to compete with other professions and vocations which are known to have highly remunerative positions, the leaders of a profession may intentionally restrict the number of qualified persons admitted to the profession in the belief, that by doing so, they are ensuring that those who are admitted will truly be an elite of ability and competence, and also in the belief that the actual number of professionals available is in fact adequate to supply the legitimate demands of the public.

The second most widely claimed advantage of professionalization is that the profession has a mechanism for policing its own ranks so as to protect the public interest. Claims against any members can be handled by the senior members of the profession, and those practitioners who are not living up to the appropriate standard of behavior can be debarred or otherwise excluded from practice. The fact that this mechanism does not always function effectively is not sufficient justification to abandon it entirely. Rather, it may only suggest that additional effort should be invested by the leaders of professions to upgrade the standards of self-monitoring.

The third socially beneficial aspect of professionalism is that the public is given a means of recognizing the difference between a charlatan and a qualified practitioner. Various studies have shown that lay audiences have been deceived by persons who have assumed the mien and bearing of a self-assured professional. Too often outward appearances may hide the true quality of an individual so that an observer, lacking the expert knowledge that may be required to identify an imposter, is deceived and so bases the assessment on extraneous factors such as appearance, style of speaking, and ability to respond to questions in what appear to be appropriately well-informed ways. Inasmuch as not all those who are technically and scientifically qualified to practice a given profession are also gifted with a commanding presence, an authoritative appearance, and a self-assured style of presenting themselves, it is not unreasonable to hold the view that the lay public lacks the knowledge required to distinguish between qualified and unqualified individuals. Accordingly, by providing the public with a convenient means, such as certification or licensing, the discrimination among the qualified and the unqualified claimants to a profession, the professional body that grants recognition to those who satisfy its standard serves a valuable public function.

The fourth justification for working toward what is perceived to be increased professionalism is that only as there is a recognized body of practitioners who are employing the latest scientific information and research results will there be an active group of investigators who are engaged in studies to advance the knowledge base of the field. So long as the practice is seen as dependent upon amateur interpretations of folk wisdom, there is little or no likelihood that there will be resources directed toward the advancement of knowledge in that area. It seems logical to reason that, without the existence of a professional group and a codified body of knowledge, there will be only very limited resources that will be made available for the advancement of knowledge in any particular area.

The fifth reason why professionals strive to build their professional associations is that they are interested in establishing effective communication links among themselves, in order that the latest research findings as well as the latest problems encountered in practice are communicated to others in the profession. The purpose of such communication is to offer assistance in problem solving or simply to apply the knowledge. For the literature of the field to advance, it is essential that there be established channels of communication and common vehicles for carrying the message. While it might be argued that the journals and books that are used within the profession act as a barrier to those who are outside the profession and are seeking knowledge about the phenomena it investigates, in most cases these journals are open to the public, and sophisticated readers are free to make use of them as they wish. Without a profession, there is unlikely to be a communication network established to serve the public by keeping the practitioners up to date.

REFLECTION ON THE ADVANTAGES AND DISADVANTAGES

The question as to which segments of the field, if any, should be assisted to work toward increased professionalism appears to be more an economic than a theoretical question. It is further complicated by the fact that we have no universally accepted definition for the major segments of the adult education. Although we emphasize the institutional settings of adult educators and tend to classify the adult educators with regard to these institutional segments, if there is to be a claim to a profession, then it must surely rest upon common functions rather than upon the particular institutional setting in which they happen to be performed. In the first issue of New Directions for Continuing Education, *the topic was "Enhancing Proficiencies of Continuing Educators." In this issue, adult educators were described in terms of the kinds of generic functions they perform and the proficiencies required to perform them. The authors first described what they regarded as basic proficiencies for administrators (whom they described as having the most common role of all full-time adult educators); teachers and counselors, that is, those engaged in the direct delivery of services to clients; and finally policy makers, who determine the direction and priorities for adult education activity. Such* a functional classification appears to be a sounder basis for identifying the professional groups than the more popular practice of naming the groups in terms of their institutional bases.

If we are to provide guidance as a Commission of Professors of Adult Education, we ought to have some wisdom to offer to those who are seriously concerned about the extent to which the various segments of our field should be "professionalized." I offer the following observations for consideration:

1. The increasing trend toward specialization in modern Western society requires that if adult education is to receive a share of the common resources that will be adequate to enable it to perform its socially useful functions, then those who have acquired the requisite competencies and who have accepted the ideal of using their skills and knowledge to advance the public welfare have a responsibility to convey the needs of their profession to the government, so that an adequate level of financial support is provided from the public purse to supplement what the users of educational services are able to pay. Accordingly, there is an argument that, without a professional association, there will be no effective public voice to convey the needs in a convincing manner to those who have the power to grant such support where it is needed. The justification for such advocacy is the public interest and not the advancement of any selfish interests of the members of the profession.

2. For the protection of the public, some means is needed to identify those professionals who are qualified to render service that upholds the ideals and standards of the specialized field of practice. Assuming that the general public can be educated to become discriminating consumers of specialized professional services is probably unrealistic. How would such competence be developed? Some means of identifying those who have demonstrated their professional competence to well-qualified judges, and of informing the users of such professional services of this certified competence, is simply a part of providing for the public welfare much as a truth-in-lending or a food and drug act. Where it can be shown that the public welfare is involved, there is an argument for supporting increasing professionalism. One of the most perplexing problems that the Commission of Professors of Adult Education faces is that of the profound confusion caused by the names of the various university programs in which its members work and in which new members of the profession are prepared. So long as the preparation programs continue to emphasize their distinctive names rather than their common features, there is little reason to assume that intelligent observers will be led to believe that they are all engaged in the preparation of individuals for the same profession! So long as we cherish our own distinctions without differences among university programs, and continue to advertise a common area of expertise with different terms, it is unlikely that our university colleagues, let alone the thoughtful public, will be persuaded that there is a profession of adult education with any sub-specializations. Survival within the academy may even be dependent upon our developing a common set of terms to describe ourselves.

3. Recognizing that there are may ways of performing as adult educators, and acknowledging that there has not yet been a clear demarcation drawn between those who have pursued academic training to develop their competence and those who have acquired some competence through trial and error, it would be premature to insist that all those who wish to perform any adult education functions must have pursued a prescribed program of academic preparation. First, there is inadequate justification for maintaining that those who have pursued the academic programs are better at performing all adult education functions than are those who have developed their skills through trial and error. Second, from a practical standpoint, we have to realize that there are not enough academically qualified persons available to fill all the existing positions. Accordingly, the matter of time must be calculated in any plans for increasing professionalization.

4. Until such time as those who have submitted themselves to graduate study in adult education are able to convince their peers in universities, government departments, and legislative assemblies that, as a result of such academic preparation they have acquired a discrete set of competencies that are essential to the public welfare, and until such time as the employers of adult educators are prepared to acknowledge this expertise, there is little likelihood of success in convincing the public that a profession called "adult education" exists. Viewed pragmatically, a profession comes into existence only when the members are able to convince the leadership of a society that they have a bona fide claim to professional status. If the members of a vocation or occupation aspire to professional status, then it is they and not outsiders who have the responsibility for

working toward recognition. Perhaps the university setting is the first place to work toward such recognition!

5. *Adult educators within the Cooperative Extension Service, those working within the public schools, and those who are designated as professors of adult education are the ones who have the strongest claim to being members of a profession at present. The professors typically, though not invariably, have had to pursue extended academic preparation in adult education and have been judged by their peers as having suitable competence to qualify them for their positions. The professors are recognized as suitably qualified by universities, large bureaucracies which place emphasis on academic credentials. Nevertheless, within the public schools, the adult educator is usually hired initially for his qualifications in some field other than adult education. Within Cooperative Extension, the county agents and extension specialists are still employed primarily on the basis of their training in an applied field of agriculture, with adult education sometimes being emphasized as a desirable graduate specialization. The tendency seems to be that the move toward quasi-professional status is so intimately embedded in specific institutional settings that the common proficiencies are given much less emphasis than those ancillary competencies that are of particular concern to the employing institutions. Until the theoretical bases of our field are recognized as the intellectual justification for its practices, any claims to professional status will be discounted both by the public and by members of already established professions.*

6. *The field of training in business and industry which requires large numbers of relatively well-paid teachers and administrators has not yet defined the most desirable academic preparation programs for its practitioners. Unfortunately, some members of the Commission insist on treating adult education and human resource development as parallel concepts, rather than acknowledging that adult education itself has no particular institutional setting and that many of its concepts are essential parts of the specialization called human resource development. Until such times as the employers of practitioners in human resource development agree on the most appropriate preparation programs for their trainers, it is unlikely that this applied field will move very rapidly toward professionalism. Is there evidence that such a claim to professionalism is likely to be based on what the Commission may regard as common proficiencies? Can we reasonably expect to establish a profession of adult education that combines all of the different sub-specialities, yet allows and does not deny their uniqueness?*

If it were possible to choose between Progress and Protectionism, none of us would have any problem making the choice. But in this world such sharply defined choices are rarely found. Instead, those who have observed human nature have learned that, among those persons admitted to practice in a given profession, there will always be some individuals whose ultimate goal is not service to their clients. To assume that we can create an organization or association that is free from human error and weaknesses is simply naive. Accordingly, the task of adult educators who have the goal of advancing the professionalism of adult education as a means of improving the quality of life of all people as their foremost goal should be alert to the need to guard the guardians, lest they fall prey to common human weaknesses and distort the humanitarian purposes for which our "emerging" profession was established.

Adult educators, self aware and conscious of their own characteristics as well as those of other human beings, have a responsibility to work toward increasing professionalism in the best sense of the word, remaining constantly alert to the distortions and self-aggrandizing motives that can shift the purpose from that of service to organized selfishness. A program of education is required, and the need for such a program will never end, for only as the individual members are alert to the tendencies within each of us and are prepared to initiate action to correct and discipline ourselves and our colleagues can we assume that the profession of adult education will attain popular recognition. And so, for the deficiencies of distorted professionalism, the solution that seems appropriate is more adult education so that the rank and file members of the profession will not allow themselves to be misled by those who have lost sight of the noble goals, and instead are pursuing false gods. The problem will not be eliminated until human beings without selfish motives evolve, and we can scarcely bide our time until such a development occurs.

Within the 1980s, we have seen our association change its name from the Adult Education Association of the U.S.A. to the American Association for Adult and Continuing Education, an indication to the world that we are still in the process of finding a name for ourselves that will be acceptable to all we wish to embrace in our field. Although the Commission of the Professors of Adult Education *has maintained its original name for 31 years, neither the names of our individual graduate programs nor of our umbrella organization has presented the public with a clear image of a profession. Accordingly, it seems to me that the members of the Commission are the first group of adult educators who can profitably invest energy and thought in addressing the quest for a professional identity that can be maintained and protected both at the level of our common association and at the level of individual institutional graduate programs. Without some semblance of uniformity and common definitions at this level, there is little reason to expect that professionalization can proceed elsewhere. And, if we are well informed about the tendency of professions to become distorted and self-seeking, shouldn't we, as adult educators, be ideally equipped to mount programs that will prevent the development of these dysfunctional tendencies? Further, what better place to start than right here, in our own Commission?*

COMPUTERS AND PUBLICATION OPPORTUNITIES

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There are several surprises about conference programs: first, one may be surprised by what is in the program; second, one might be surprised by what is not in the program; and, third, one might be surprised by the title of his or her presentation. Any and all of the above may apply. When I looked at the program, I was reminded of the old story of the college football player who had enrolled in a college religion class because it was a well known fact that the professor always asked the same final exam question. Attendance was not required for the class, but a passing grade on the final was. So everything depended upon the student's ability to answer the one question posed at the end of the term. For years, the professor had asked the students to discuss the Ten Commandments. Thus, our college hero was tutored and well prepared to respond to that question. Unfortunately, he was not aware that a new faculty committee had revised the final exam question. So, when the student arrived for the final exam, he looked at the board and was surprised to see the following assignment: Matthew's Gospel provides an extensive discussion of what is known as the Sermon on the Mount. Included in the Sermon on the Mount is a discourse on what is known as the Beatitudes. The assignment is to list the Beatitudes and discuss their application to contemporary society. Well, our student thought about the assignment for a few minutes and began to write. The faculty committee was a little more than surprised by his answer, which went something like this: " The Sermon on the Mount, including the Beatitudes, is important, but let me tell you about the Ten Commandments."

Thus, let me tell you what I had planned to share. I will touch on three topics in my comments: first, I am interested in the use of computers in the composition and writing on the education of adults; secondly, I am interested in the actual use of computers in desktop publishing; and, third, and perhaps most important, I want to stimulate some thinking about the ways that computers might be used among adult educators to disseminate research and application. Because of time and space limitations, I can only discuss each topic very briefly; therefore, I am more concerned with concepts than with providing a critical review or instructions as to the use of hardware and software that are currently available.

USE OF COMPUTERS IN COMPOSITION AND WRITING

I hear a lot of comment today about the use of computers as expensive word processors. But that does not really bother me. I agree that my Macintosh is much more expensive than one of the new memory typewriters, and so are the IBMs and Apples in our office. On the other hand, as more and more people regularly use computers for word processing purposes, I am of the opinion that many of us will, by familiarity with the computer, develop additional computer skills and uses for the computer as a result.

Increasingly, I come into contact with university faculty who have discovered a productive way to interface their computer with secretarial support, which is often limited. For example, in our department, five professors have access to one lonely, but busy secretary. A few years ago, I discovered that I could get my work back much faster if I composed and wrote at the computer rather than the typewriter. So I now write a rough draft to disk, turn it over to the secretary, and request a print-out. If she is very busy and I need the print-out quickly, I print it myself. The print-out is used for editing and corrections, and it is then given to the typist with the original disk. (A back-up disk is also made.) The typist then makes corrections on the disk and provides me with a new printout. Only if I am in a hurry and the secretary is busy do I perform this second step myself. Either way, I obtain the revised copy much faster than I could have under the old system.

The accessibility and availability of the manuscript on disk makes it much easier to edit and revise. The psychology of revisions is different. With a typed copy, you know that even the change of one sentence may require that a twenty-page manuscript be retyped. With word processing, you can change the same sentence or paragraph as often as you desire, and it does not require a physical change in the rest of the manuscript.

There are a number of software programs available that are designed to assist the writer at this stage. Two in which I have become interested are PFS: File and PFS: Report. These are available for the Macintosh, and I believe they are available for other computers as well. Another software program for the Macintosh is ThinkTank. It is an outlining program that is helpful in the development of outlines at the idea stage. Other similar programs are available to support other kinds of computers.

DESKTOP PUBLICATION

I think it is safe to attribute the current high interest in, and development of desktop publication to the Macintosh computer. Yet it is not limited to the Mac. IBM is developing greater graphics capability that may soon equal the capability of Mac.

The Apple Computer Corporation is also recognized for the availability of the laser printer. Other electronic firms had developed similar hardware, but Apple improved upon the existing equipment and reduced the cost. The laser printer and improved graphics a la Macintosh combined to open the door to desktop printing.

Desktop printing is not cheap. But desktop printing has a great potential for relatively inexpensive publication when contrasted with some of the other procedures now in use. I know of one College of Education that is working toward the development of an internal print shop based on desktop printing capability. I also know of one relatively small university unit that has developed its electronic publishing capability to a very high degree, based on computers.

COMPUTERS IN DISSEMINATION

The third topic is not greatly different from the first two. In some ways, our success in disseminating research, theory, and innovation is facilitated by developments in the first two topical areas. How the first two topics are related to the third will become clear shortly.

First let me make it clear that I am not proposing a replacement of ERIC. I am, however, suggesting an alternative. ERIC perhaps addresses the need to get our stuff into some kind of retrieval system. But even ERIC is not always as fast as we would like it to be. Thus, one need seems to be some mechanism whereby we could catalog our research or innovative application as soon as our paper on the topic is completed. Let me cite an example. Suppose Roger Hiemstra has completed a valuable guide to procedures useful in strengthening self-directed learning behaviors among graduate students. He can now do several things with that: (1) he can sit on it and keep the benefits to himself and his students; (2) he can write it up and try for 3-5 years to get some commercial publisher to turn it into a book; (3) he can submit it to one of the periodicals that publishes applied material, and we can all wait 18-24 months while the review procedure grinds too finely and too slowly. Even if we are very lucky, we will not benefit from Roger's work for at least a year after he finishes it. That is how things now stand. I have anticipated a genuine criticism of what might be called "premature" publication. However, I think there are some safeguards that will become clearer before I conclude the paper. If we can do some of these things that are mentioned later, I believe we can also create numerous highly interactive clusters of researchers and innovators.

We are like American industry at the end of the 19th century. It has been observed that the assembly line process could have been adopted at least 25 years before Henry Ford used it. The hardware was available, but the creative genius was missing. I believe the same thing applies to dissemination of research and innovation. The hardware is available for us to sharply reduce the time lag in publication, if we can devise procedures to do so. At the same time, we can reduce cost. If we believe what we say about the rapidity of change, we don't have the luxury of standing around while our publication procedures slow down research and innovation.

Let me now become prescriptive:

First, can we not use the information available from the recent surveys of our membership to draw up some kind of communication system?

Second, can we not encourage all programs of adult education to acquire at least one set of computers, modems and software to facilitate electronic communication?

Third, can we not creatively devise some kind of bulletin board system that would allow professors and students to report their on-going research activities? At this level, the reports would deal with topics and questions relating to research queries. For example, I have a student who is interested in the conceptual overlap of transpersonal psychology and self-direction in learning. With such a bulletin board, she could register a query for information. Perhaps some kindred soul with a similar interest could then contact her for further dialogue. The ongoing research in various areas of self-directed learning would benefit from some kind of mechanism to alert investigators to what is happening out there. Just the amount of research using Guglielmino's Self-Directed Learning Readiness Scale is difficult to keep up with as things now stand.

Fourth, can we not imaginatively develop some system that would allow peer review of research via computer terminals? I can imagine the possibilities of setting forth a draft of a manuscript for a half-dozen professors to read and criticize in a constructive way. For example, this paper could have been improved immensely by interaction with four or five of you. This procedure should be useful in addressing the criticism of possibly "premature" reporting. As long as the review process is perceived to be a kind of formative process rather than a summative one, all participants could benefit. Candidly, I must confess that I seldom benefit greatly from the critical comments written by consulting editors on manuscripts. There is no opportunity for dialogue, and often consulting editors can be mistaken. Interactive dialogue would, for example, help both the reviewer and the author of a work by providing an opportunity for clarification. For example, a terse critical comment reading "incorrect use of statistics" provides no insights as to why the reviewer believed the statistics in issue to be incorrect, and the current review system fails to provide the author an opportunity to dissuade the reviewer from his or her possible erroneous thinking.

The review procedure and possibilities noted above raise some questions about ultimate publications in print. Admittedly, things being as they are, publication in print remains the key to the kingdom of achievement, recognition, and reward. Perhaps I have the wrong idea, but I have long held that publication in scholarly books, and even more so in journals, was primarily to present one's ideas for the purpose of dialectical development. Instead, we have several generations who believe that once the idea obtained the approval of some kind of gatekeepers and reached the paper and ink level of development, it became true, and thus we didn't have to think about it anymore. The interactive review procedure discussed above might do something to correct such an impression. But, as long as the book or journal article is a badge of achievement, we will be challenged to create some kind of developmental process that gives the research and innovation reported via computer some kind of legitimacy and recognition. More is said on this point later. In the meantime, it is not far-fetched to speculate that, in the future, computer-based reporting may become more highly valued for some purposes than books. For example, I should think that graduate students would be much more stimulated by an interactive exchange on andragogy with Malcolm Knowles, than by just merely reading the last book on the topic. Or that one would be more challenged by George Spear's very latest ideas concerning self-directed learning than by what he wrote three years ago.

Fifth, can we not create some mechanism by which the finished manuscript can be filed, retrieved, and used in such a way that we can receive the "gold stars" required by our academic institutions for promotions, salary increases, etc.? Note that I used the term "finished manuscript" rather than "completed manuscript." In a sense, research is never completed. It may end. But seldom, if ever, are all the questions about a topic addressed sufficiently to describe the research as completed in one sense of the word.

Computers provide us with an amazing opportunity to reduce the time required to communicate our work, to jointly review it, and to push research and innovation to new levels of excellence. The capability of computers to provide inexpensive publications without massive and costly inventories should enable us to get the news out, share our thoughts, revise our opinions, stimulate research activity, and reward innovation. I am convinced that we can do all of the above, if the will is present to do so.

SUMMARY

Three topics are discussed in this paper: (a) use of computers in composition and writing; (b) computers in desktop publishing, and (c) the use of computers in dissemination and innovation. It was noted computers are useful in each of the areas. Computers should help us to improve our composition and expression and be beneficial in publication efforts that can use the latest desktop publishing hardware. I am most excited, however, by the prospect of interactive computer connections that will help us to engage in formative criticism and opportunities to speed up research by introducing new findings into the system earlier.

COMPUTERS, TELE-COMMUNICATION, AND ADULT EDUCATION SCHOLARSHIP

Roger Hiemstra
Syracuse University

Tom Sork
University of British Columbia

The session began with an introduction by Roger Hiemstra. He described the excitement and potential of electronic communication. He also outlined what he and Tom hoped to accomplish during the session.

Tom then described how he and others had used BITNET/MAILNET, an electronic network joining most universities in North America and several locations outside of North America. He also has made direct phone connections via modem hookup with people. His uses have included regular manuscript exchange with a co-author, message and idea exchange, and general information inquiries. Roger added information about his uses, including the above plus his use of on-line data sources, and communication back to his office when out of town. Tom also described how he and the AEQ editors had developed an electronic review form and process for evaluating AEQ manuscripts. Some computer printouts describing BITNET/MAILNET process and their current membership were distributed.

Tom then distributed information about current BITNET/MAILNET adult education users and a directory of computer users he had developed earlier.

Roger shared some future electronic plans for AEQ, including article transmission and optical scanning of accepted manuscripts for copyediting purposes. Also, he described a new electronic network for adult education (AEDNET) that Syracuse University is developing.

Tom then talked about MITE, a telecommunication software package he uses. He also described his use of SOURCE, a general telecommunication system.

The session concluded with general questions and answers and a live demonstration by Roger of his lap computer (NEC PC-8201A), printer, and modem (all portable and compact) by calling back to the Syracuse University computer and obtaining some information for interested participants.

DEFINING TERMS USED IN HRD FOR RESEARCH AND PRACTICE

DEVELOPING A BIBLIOGRAPHY FOR COURSES IN HUMAN RESOURCE DEVELOPMENT

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Florida International University

Ronald Sherron
Virginia Commonwealth University

This session presented two studies currently being conducted and to be completed this coming year. The first is a study to develop, through the utilization of the Delphi Technique, a consensus on definitions of words and phrases used in the field of Human Resource Development. This study will be co-sponsored and guided by the Research Committee and HRD Professors group of the American Society of Training and Development (ASTD).

The need for an acceptable common vocabulary for human resource development (HRD) is critically important at this time. If HRD is to become more widely recognized as a viable and acceptable field of study, research, and practice, a basic vocabulary is required. Such a base does not presently exist. The benefits to the field are numerous:

1. *This research will provide clarity of terms for the benefit of persons/students entering the field.*
2. *The definition will be a useful guide for HRD practitioners in their work, offering a common understanding of words and phrases regularly used to describe and implement their professional responsibilities.*
3. *Words within the defined vocabulary can be used as the key words, or "descriptors," for establishing a usable bibliographic base of HRD literature and studies. Libraries and other information depositories can develop descriptors based on accepted words and definitions.*
4. *The vocabulary can be used as a framework for categorizing research studies in HRD, thus facilitating referencing and analysis.*

The study consists of the development a list of defined words and phrases used in human resource development. A panel of HRD practitioners and faculty will be selected, and a "delphi" process will be conducted to obtain consensus regarding the definition(s) for each word and phrase. Attention will be given to distinguishing between conceptual and operational definitions. A single definition will be the goal, but multiple definitions may be necessary.

In addition to a lack of a comprehensive vocabulary, a bibliographic base is lacking from which course syllabi and reference reading can be developed. The dilemma stems from the present lack of common acceptable descriptors for HRD. Presently, bibliographic and literature searches require the use of such diverse descriptors as training, personnel, adult education, management, and organization. The establishment of a bibliographic base which can be grouped under human resource development is one goal of the study.

A more immediate goal is the identification of appropriate references in the core courses of most HRD programs. The core courses usually consist of (1) an introductory overview, (2) instructional design, (3) general program design, (4) managing staff and program, and (5) understanding adults/adult learners. Most bibliographies consist of readings primarily within an educational framework, e.g., adult education. Because an increasing number of persons come from HRD settings, there is an increasing need for appropriate reading from this area.

The project has already compiled a very extensive search of all computerized bibliographic sources, using the descriptors listed above and others. The number of listings was voluminous, requiring an extensive review and selection of both general reading and specific course related readings.

The present status of the study is the review of the listings and selection of appropriate readings which will serve as the initial base of an HRD bibliography.

ACADEMIC PREPARATION OF ADULT EDUCATORS AND HUMAN RESOURCE DEVELOPMENT PROFESSIONALS: IS THERE A NEXUS?

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Catherine Cameron, National College of Education
Victoria J. Marsick, Teachers College, Columbia University

As professors of adult education, we believe that there is a body of knowledge and skills, as well as a philosophy about how adults learn and change. We further believe that we can teach this body of knowledge to others and that the resulting learning will produce more competent adult educators. Because of these beliefs, we have made a clear distinction between the professional preparation of adult educators from that of child educators. We are now engaged in a debate as to whether it is wise to make a further distinction between those who train, educate or develop adults in the workplace.

This monograph presents information about and explores issues related to the preparation of human resource development (HRD) professionals in graduate programs in adult and continuing education. Part One examines definitional issues in HRD; and Part Two explores the professional development needs of HRD professionals, and compares them to traditional adult education coursework. Finally, Part Three examines three areas of controversy which appear to divide adult educators from HRD adult educators.

PART ONE

DEFINING HRD

The most well-known and widely used definition of HRD is that given by Nadler (1979, 1984): "Human resource development is defined as organized learning experiences in a definite time period to increase the possibility of improving job performance and enhancing individual and organizational growth." The national association for HRD professionals, the American Society for Training and Development, sees training and development as a subset of the broader area of human resources, whose focus is identifying, assessing and through planned learning, helping to develop the key competencies that enable individuals to better perform current or future jobs (ASTD Competency Study, 1982).

Nadler, Pace, and others agree that there are three broad goals for HRD programs: (1) Training which prepares employees to perform their current jobs more effectively, (2) education to prepare people for different positions, and (3) development which is more generic and thus prepares people and organizations for unidentified future needs and events.

The attempts to identify distinguishing features between HRD and traditional liberal adult education tend to exaggerate minor differences. For example, one is to differentiate on the basis of the intended beneficiary of the educational service. HRD is sponsored by the employer, and the goal is increased organizational productivity. There are direct benefits to participating employees, as well as to the organization, and potentially to society . In many cases, the organization determines what learning outcomes should be attained and who should participate. The organization also pays for the training. Nevertheless, who would argue that the employee does not benefit from this learning or help to shape it? It is to the employees' advantage for the organization to thrive? And what percentage of "traditional" adult and continuing education is work related? This discussion illustrates the difficulty in such differentiations.

PART TWO

THE ACADEMIC PREPARATION OF HRD PROFESSIONALS

At first glance, there appear to be wide ranging viewpoints regarding what coursework is required to prepare HRD professionals. A review of the curriculum models presented in THE ACADEMIC

PREPARATION OF T&D/HRD PROFESSIONALS (ASTD, 1981) reveals a range of curricular perspectives revolving around the parent discipline of the HRD program being described. At the HRD professor's conference (St. Louis,1986), a paper representing the adult learning perspective about the relevant theories needed in a graduate HRD program (Marsick and Watkins) was contrasted with a similar paper presented from a business school perspective. From a theoretical perspective, there was considerably less disparity than had been seen earlier when examining course requirements. It may be that, although course titles differ, content among programs may not.

In survey of CPAE HRD Task Force members, Watkins (1985) asked which HRD courses and which adult education courses formed the core of the HRD program at members' colleges and universities. HRD courses listed by the 16 responders were as follows:

Human Resource Development
Organizational behavior
Implementing Change
Group Process and Interpersonal Skills
Designing Programs for Corporate Settings

Required Adult Education Courses:
Adult Learning and Development
Instructional strategies for Adult Learners

OTHER CURRICULAR ISSUES

One issue that is debated in both HRD and adult education is that of the undergraduate degree in HRD. Most programs are now graduate, though one of the oldest HRD programs is that directed by William Moorhouse at Oakland University, which offers a Bachelor of Science in HRD. Although some argue that the corporate receptivity to the bachelor's degree is greater now, most agree that individuals with an undergraduate degree will be limited to entry level positions. For higher level competencies such as consulting skills and organization development, experience and graduate work seem essential prerequisites. Neal Chalofsky (June,1986) has proposed a role hierarchy that moves from trainer to facilitator to developer that has an implicit degree progression.

Perhaps the most substantive issue is that of the proper purpose of the doctoral program. Some argue that HRD is a practitioner's field that does not require serious scholarship. Others see the field as reactive and in need of individuals who proactively document problems with sound data, intervene collaboratively, and interpret data at a very high level. These individuals will be both organizational scholars and doers. Others argue that such organizational "renaissance" people may be what organizations need but are not what they will buy. This debate is not unlike many others about the role of a doctoral program-- to produce new knowledge, to produce competent practitioners for upper level positions, to produce scholar-academics. What is intriguing in the area of HRD is the potential of a concept like "action science" to introduce a synthesis of research and practice.

PART THREE

TRANSFER

Although issues of transfer have been addressed in adult education, this is an issue that divides some professors of adult education from professors of HRD. It is not so much that both groups disagree on the need for adult learning to be relevant and problem-focused, but rather that the emphasis in HRD on training for job-related skills, training which is employer-specific and employer-mandated, may lead to learning that is more limited than generic, more rote or routine than transformative, and more prescriptive than critically reflective. Will adult learning in the workplace transfer to individual and social betterment? In this debate, there is an implication that there is a deep philosophical chasm that implies that adult education is pro-labor while HRD is pro-management, that adult education and HRD are on different sides in efforts towards social improvement and world peace. Or is HRD another means of improving social welfare through learning? Is it a question of individual development *vs. organizational development, of humanism vs. behaviorism, of economic gain vs. social welfare? The crucial-meeting ground for this debate is over empowerment of the powerless and on social equity, while HRD has worked first and foremost with those who have organizational power.*

TURF

Internal dissension among adult educators regarding the appropriateness of including HRD within the discipline of adult education is matched by similar conversations in other disciplines now offering academic preparation of HRD professionals. These disciplines compete for students of HRD to the extent that a typical prospective student could be sent to 3 or 4 departments in one university, all offering degrees in some aspect of HRD. Most HRD professors agree that HRD is an inherent interdisciplinary field and world like to see their students taking some of these courses from other disciplines yet most find that course requirements at the parent school or college seldom permit more than a few courses out of the department.

The issue extends to the certification question for adult educators. The statement of standards for CPAE illustrates a trend toward a definition of rigor as increasing disciplinary specialization -- a trend evident in most academic departments. And yet this trend is at odds with the demands of an interdisciplinary field such as HRD -- to say nothing about the multi-disciplinary perspective needed to understand the complexity of learning in a turbulent environment under conditions of enormous ambiguity and uncertainty. This tension between specialization and interdisciplinarity is not unique to adult education either, but it again is a dimension along which professors of adult education differ from their interdisciplinary-oriented HRD colleagues.

THEORY

Two major strands of theory undergird the field of HRD: adult learning and change theory. Are these also the two major strands of theory in adult education? The primary thrust of theory development in adult education has been the individual, and, to some extent, group learning and change. For HRD, the primary thrust has been group organizational learning and change. It has been said by some that adult education is theory, while HRD is practice. A synthesis of these perspectives is greatly needed. At the doctoral level especially, those theories which speak to the intersection between theory and practice should be emphasized: adult learning in the workplace, a philosophy for work and learning, etc. Theory development and research address questions such as: How do we develop people to attain their fullest potential in the workplace? How do we make decisions about human and capital resource trade-offs? What is the nature of learning in the workplace--at the individual, group, and organizational levels? It will take a blend of theory from many disciplines to prepare students to respond to the HRD problems of the future. It will take all of the theoretical resources of this discipline to produce the new knowledge this field requires to persist.

SURVEY OF GRADUATE PROGRAMS

By
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At the 1985 CPAE Annual Meeting, a "standards" document for graduate programs in adult education was voted on and accepted (with revisions). This document speaks to distinctions to be made between Master's and doctoral curricula and to distinctions between the Ed.D/Ph.D. The Task Force on Instructional Improvement conducted a survey to determine the current practices and perceived ideals regarding these differences. Also considered were the differences among M.Ed./M.A./M.S. degrees and between Ed.D/Ph.D degrees in curriculum and other requirements. The results of this survey were reported during the 1986 CAPE Annual Meeting.

A questionnaire was developed and mailed to 103 schools identified as having some type of program in adult education. The questionnaire and a cover letter were sent to a contact person at each school on August 18, 1986. A follow-up letter was sent to non-respondents on September 17, 1986. Three programs responded, stating that they had no degree program in adult education, thus reducing the total sample to 100. A total of 46 questionnaires were returned, for a return rate of 46%. Of the respondents, 56 Master's programs were identified: 31 offer the M.Ed or equivalent, 16 offer the M.S., and 9 offer the M.A. There are 25 Ed. D programs or the equivalent and 18 Ph.D. programs. Of the schools reporting, 13 offer only the Master's degree and 31 offer both a Master's and doctoral degree.

MASTER'S PROGRAM REQUIREMENTS

The questionnaire asked for the major requirements for the Master's degrees, beginning with the minimum number of required credit hours. Little difference could be found regarding the average number of required hours across the three Master's degrees. The M.Ed. programs had a mean of 32.6 required hours(range: 29.7-39), the M.S. programs had a mean of 32.8 required hours (range: 30-39), and the M.A. programs had a mean of 33.6 required hours (range: 29-36). There was a difference in the number of core hours required: M.Ed. -8.3 hours, M.S. -15.4 hours, and M.A. -11.9 hours. However, across all three degrees, the range was wide (0-30 hours). Regarding research tools, a large proportion of programs require coursework in research design (M.Ed. -18 programs or 58% of those reporting, M.S. -10 programs or 62.5% of those reporting, and M.A. -7 programs or 77.7% of those reporting). Seven of the M.Ed. programs reporting require coursework in statistics (22.58%), while only 3 of the M.S. programs (18.75%) and 4 of the M.A. programs (57.14%) require statistics. On research and statistics hours, the range was from 1 to 6 required hours, with an average of from 2.33 to 3 hours. Only one respondent, in the M.Ed. category, requires coursework in computers, and that is for only 1 credit hour.

In examining the specific requirements to earn the designated degrees, it was determined that 3 M.Ed. programs, 6 M.S. programs, and 4 M.A programs require a thesis. Six M.Ed. programs require a Master's paper, while only 3 M.S. programs and 2 M.A. programs require one. A comprehensive exam is required by 17 M.Ed. programs and 13 M.S. programs. None of the M.A. programs reporting require a comprehensive exam. Orals are required for 8 M.Ed. programs, 5 M.S. programs, and 2 M.A. programs.

MASTER'S COURSES

The respondents were asked to list all adult education courses required of all Master's students. The course category and frequency are as follows: Learning/Development (36), Program Planning (28), Introduction/Foundations (28), Teaching/Instruction (21), History/Philosophy/Issues (14), Administration (14), Seminar (12), Research (11), Internship (11), and Other (2). The standards lists the four recommended adult education core courses as adult learning and development; program planning; introduction; and historical, philosophical, and sociological foundations. These four courses are among those most frequently required in Master's programs. Teaching/Instruction and Admin-

istration were also among those frequently required, although they are not mentioned in the standards as a part of the Master's recommended curriculum. Little evidence was found in course titles that Sociological Foundations were being addressed; however, that content might be incorporated in the Introduction and Foundations courses listed. The programs were also asked how internships were handled for Master's students. Eight programs require internships of all students, 20 said they require them of individual students based on their prior experience, and 10 do not require internships but make them available to all.

QUALITATIVE DIFFERENCES AMONG THE M.ED./ M.S./ M.A. DEGREES

Two questions were asked to determine qualitative differences among the M.Ed./M.S./M.A. degrees, the first being "What are the key distinctions in requirements?" Eleven respondents gave no answer, while 14 stated "N.A." Over half of the respondents saw the M.S./M.A. as a research/thesis degree, while the M.Ed. was seen as more practice-oriented with a professional paper and/or field experience. This distinction is not evident in the number of research hours required; the difference may be in emphasis within the research courses, a feature that would not be explicitly seen in required course hours. Also, among programs reporting, the trend was for requiring a thesis for the M.S./M.A. degrees (10) and a professional paper for the M.Ed. (6), but some M.Ed. programs have theses (3) and some M.S./M.A. programs have a professional paper (5).

The second question asked, "What differences, if any, were seen in career backgrounds or plans of students electing the three degrees?" Sixteen respondents gave no answer and 9 answered "N.A." Of the 8 who did respond, 4 stated that they saw no difference. Five respondents stated that the M.Ed. is primarily a practitioner's degree selected by those working in an educational setting. The respondents saw the M.A. as the preferred route to the Ph.D. and the M.S. for those who would be working in non-educational settings in business/industry/health.

DOCTORAL PROGRAM REQUIREMENTS

Of the 33 doctoral programs for which responses were returned, 25 grant the Ed.D. or equivalent and 18 offer the Ph.D. All responding programs admit students who do not hold a Master's degree in adult education. Twenty of the Ed.D. programs (of 23 responding to items) and 13 Ph.D. programs (of 15 responding to items) admit students without a Master's in any field. Practical experience is more likely to be an entry requirement than a prior Master's, as indicated by the fact that 14 Ed.D. programs and 6 Ph.D. programs do not admit students without some work experience. The questionnaire items did not specify that experience had to be in adult education.

Respondents were asked to indicate the number of hours required of doctoral students, as well as the number of hours required in specific content areas. The following requirements were among those reported:

(a) total hours:	Ed.D.	range 45-98,	mean 72
	Ph.D.	range 36-100,	mean 61.22
(b) statistics:	Ed.D.	range 2 - 8,	mean 4.34
	Ph.D.	range 2 - 9,	mean 5.95
(c) research design:	Ed.D.	range 2 - 6,	mean 3.79
	Ph.D.	range 2 - 12,	mean 4.82
(d) core (required course):	Ed.D.	range 3 - 45,	mean 19.51
	Ph.D.	range 9 - 36,	mean 19.66
(e)minor:	Ed.D.	range 12- 24,	mean 16.18
	Ph.D.	range 6 - 24,	mean 14

In addition to course requirements, respondents were asked to indicate which of several steps were required in completing the doctorate All responding programs required written comprehensive examinations and a final defense of the dissertation. Ph.D programs reported oral comprehensive examinations as a requirement slightly more frequently, while Ed.D. programs require a candidacy examination more frequently.

These data indicate that there are more similarities than differences in course and program requirements between responding Ed.D. and Ph.D. programs. Ed.D. programs lead Ph.D. programs in the total number of hours required, the number of hours required in the minor, and the number of dissertation credits required. Differences in research requirements show a negligible lead for Ph.D. programs. It would seem for the most part, however, that quantitative differences between Ed.D. and Ph.D. programs are minimal and that differences which do exist must be primarily qualitative in nature.

DOCTORAL COURSES

Respondents were asked to list all adult education courses required of doctoral students, so that a comparison could be made of the courses required with the list of courses recommended in the CAPE Standards. The recommended course on the study of adult learning was addressed by most programs, with 25 of 33 responding doctoral programs requiring a course on adult learning or development. The study of methods of inquiry also appears to be well represented, with 21 of the responding programs requiring a course on research in adult education. It is not possible, however, to determine from course titles if these courses are "advanced" beyond the Master's level of study. The recommendation for an "..in depth analysis of social, political, and economic forces that have shaped the philosophical foundations of adult education" (p.4) may be addressed in the content of the 17 required foundations courses or the nine history/philosophy courses; it is again difficult to be certain of the level of depth of these courses from a title alone. The recommendation for the study of leadership, including theories of administration and management, appears not to be met, at least as a required course, with only seven of the responding institutions reporting a required course in the administration of adult education. While students may be studying theories of management in the numerous elective courses listed in this area, it is doubtful whether the majority of doctoral students in the responding programs have specifically studied management in adult education settings. Finally, there is little evidence of specific courses focusing on the study of issues that impinge on policy formation, with only three required seminar courses and three problems/controversies courses reported.

QUALITATIVE DIFFERENCES BETWEEN Ed.D./Ph.D DEGREES

The final five questions of the survey dealt with differences between the Ed.D./Ph.D. Degrees--differences in career backgrounds and distinctions in terms of course requirements, nature of research project, internships, participation in faculty research, teaching experiences, and evidence of professional contributions. Due to the small number of responses, these data will only be summarized. There was no consensus regarding these differences. Under each question, there were those who stated there was no differences between the two degrees. Several comments were made to the effect that the public perceived the Ph.D. as having higher status, and held the traditional perception that the Ed.D. graduate would become a practitioner and that the Ph.D. graduate would become a researcher or faculty member. A number of respondents stated that this distinction depended on the experience and goals of the student rather than the nature of the degree. When differences were cited, they followed the traditional distinctions. The Ph.D. was seen as more theoretical and as having a focus on pure, basic research; while the Ed.D was seen as more practice-oriented, with a focus on applied research. These differences were consistent with the previously reported number of required hours. The Ph.D. does have a slightly higher average of required hours in research (4.82) and statistics (5.95) than the Ed.D. (research - 3.79, statistics - 4.34). With regard to general coursework, though, the Ed.D. requires more hours than the Ph.D.

DISTINCTIONS BETWEEN MASTER'S AND DOCTORAL STUDENTS

The "standards" document for graduate programs in adult education speaks to distinctions to be made between the Master's and doctoral levels of study. These distinctions encompass different core areas of courses. Also, at the doctoral level, the core areas should include "... study that is at once more far-ranging and more intensive than study at the Master's level" (p.3). The respondents to this survey were first asked to indicate which of several possible types of distinctions between Master's and doctoral students were utilized. Patterns of response were fairly evenly divided among options: (a) 11 offered separate courses; (b) 10 made no distinctions; (c) 11 used other means of distinction (including instructor expectations and additional requirements for doctoral students); (d) one used separate sections and courses.

Distinction in internship requirements appear to be based on program differences rather than degree differences. Internships are required for Master's students by 18% of the responding institutions, and for doctoral students by 17% of those responding. The most prevalent pattern is that internships are required of individual students depending on experience (43% of Master's programs and 42% of doctoral programs) or recommended but not required for individual students (8% of Master's programs and 6% of doctoral programs). A significant minority of programs make internships available to all, but require them for no one (22% of Master's programs; 18% of doctoral programs). Only two Master's programs and three doctoral programs exclude internships from the curricula.

While many programs did not describe quantitatively measurable differences between program requirements of Master's and doctoral students, responses to open-ended questions suggest that numerous qualitative distinctions exist in background of students, completion of programs of study, and career options. Comments regarding distinctions in course requirements focused on the obvious increased number of required courses, the emphasis on research, the increased depth expected for the doctoral students, and the practice orientation of Master's courses. When describing the quality of individual papers or projects completed within courses, some respondents noted a global difference in the level of quality, while others were more specific about the nature of such differences (e.g. higher levels of synthesis, evaluation, and reasoning; and greater focus on research, enhanced quality of writing, etc.). A few respondents were reluctant to describe differences, maintaining that students from both Master's and doctoral programs should exhibit similar quality in their work.

In describing the differences in the internship experiences provided to Master's and doctoral students, emphasis was placed again on the depth of the doctoral internship. Dimensions of depth include level of responsibility, scope of management tasks, intensity and duration of experience, and analysis of experience. Several respondents described the Master's internship as more practical. As with comments on courses, several respondents again de-emphasized differences between Master's and doctoral students, observing that the internship ought to be based on individual needs rather than on the degree. Classroom teaching experience was more likely to be discussed as a priority for doctoral students,especially those considering careers in graduate teaching. Where such experiences were encouraged for Master's students as well, emphasis was placed on the extent of responsibility or the research basis associated with teaching by doctoral students.

Participation in faculty research was seen by a number of respondents to be more important for doctoral students. Several distinguished the level of participation, indicating doctoral students would assume greater responsibility for research. A few noted that such experiences were equally important for Master's students, or that the match between student and professor was more likely to be a determinant than the degree program.

Many of the respondents indicated that contributions to the profession are either expected or required of doctoral students, although a couple emphasized the difference in the level of the contribution. Participation in state, regional, and national conferences and writing for publication were specifically mentioned as areas of professional contributions expected of doctoral students.

Master's and doctoral students were seen as often bringing different levels and breadth of experience. Likewise, doctoral students were described as more likely to be preparing for higher level management or teaching. Over half the doctoral program respondents indicated that more options, particularly those in university teaching and administration, were more likely to be available to doctoral students.

TOWARD CONCEPTUALIZING INTERNATIONAL ADULT EDUCATION AS A FIELD OF STUDY AND PRACTICE

Marcie Boucouvalas
Virginia Polytechnic Institute and
State University in Northern Virginia

Victoria J. Marsick
Teachers College, Columbia University

Victoria Marsick opened the session and introduced the panel, chaired by Marcie Boucouvalas of the Virginia Polytechnic Institute and State University in North Virginia. Other members included Beverly Cassara of the University of the District of Columbia, Peter Jarvis and Athalinda McIntosh of the University of Surrey, and Emmalou Vantilburg of Ohio State University. The panel initiated a dialogue among professors as to the scope and meaning, as well as issues arising from the attempt to conceptualize international adult education as a field of study and practice.

Marcie Boucoulavas introduced the panel and opened the discussion with a presentation which laid the foundation for the topic. She observed that, despite widespread global usage of the term international adult education, little attention has been given to its meaning (or to the similarities and differences among implicit meanings), to its scope, and even less to its conceptualization. After demonstrating with examples of a long-standing recognition of common concerns around the globe, she emphasized a critical distinction between (a) the phenomenon of an international dimension or perspective on adult education and(b) international adult education as a field of study and practice. The latter implies more than representatives from different countries working with and learning from one another. "Practice" implies a cadre of trained professionals who identify themselves as international adult educators working for and with international and perhaps transnational concerns. "Study" implies a knowledge base to the field, with researchers and professionals studying the area both in its own right and as a more solid foundation for practice. Finally, she distributed an incipient conceptualization of the meaning and scope of the territory, and discussed a variety of related terms being used in the interests of clarity and comprehensiveness. These, included among others: international adult education and comparative adult education (the former including the latter); multicultural education, which is not necessarily international; cross-cultural training and studies; transcultural and transnational education, which transcends national and cultural boundaries.

Beverly Cassara focused on the international aspects of graduate programs in the field, sharing the results of a survey (conducted by James Draper of the Ontario Institute for Studies in Education, University of Toronto) on what departments in the U.S.A. and Canada are doing in relation to international adult education, and presenting a set of challenge questions to the group with regard to next steps. She stressed that the term "international" included far more than the term "comparative education," the latter traditionally referring to an academic subject of instruction and research carrying no particular commitment to action. International adult education includes the former, but goes farther and does imply commitment to action. The results of the survey, the first systematic attempt of its kind, should bring to the attention of the community that while there is much international activity (e.g.,tours, exchanges, teaching, research, publications, presence of foreign students, etc.), the activities have been growing serendipitously. Chief among her challenge questions was whether or not this serendipitous quality should be allowed to continue, or whether international aspects of programs should be developed more systematically and brought to the attention of respective universities for their support. Other challenge questions included the following: whether and how departments should define their focus, whether some departments could serve as models, whether international concerns should be included in every course, how these activities should be supported, and how best to help students in their training and the development of international careers. The role professors should play in the above -- and their preparedness for these tasks -- was highlighted as a paramount concern.

Emmalou Vantilburg and Peter Jarvis both spoke to issues of research in international adult education. Vantilburg addressed some methodological issues involved in establishing a literature base for international adult education as a new field of study. Issues emanated from both the use of an international population and the use of the world as a unit of analysis. She raised questions relevant to every step of the research process, and expressed her belief that there are some answers to these questions that will make it possible to establish a literature base for purposes of both study and *practice. A sampling of her questions follows. First, there is the need to explore literature available from other disciplines grappling with the above issues and the question of who does the research -- a group of international researchers or uni-national researchers. In defining the research problem, questions arise such as the influence of differences in culture and perspective, as well as the potential commonality of needed research that might transcend cultural differences. If understanding of differences does not exist, how can tolerance for differences be developed? Can a worldwide set of theoretical frameworks be agreed upon? Do transcultural models exist that use international populations and the world as a unit of analysis, or do researchers have to develop these first? Relevant to areas of design, population, data collection (and instrumentation), analysis, and especially interpretation, additional issues arise including some logistical ones such as how data are transported. Ultimately, one might ask how findings can be made important to all cultures, if indeed culture influences interpretation.*

Peter Jarvis pointed out that studies in international adult education might be compared to the development of children, where side-by-side must precede interactive play. So, too, the field might be in its early stages where it is more productive to entertain comparative case studies than to aim for truly interactive research. He noted that the facts do not always speak for themselves, since they are filtered through layers of interpretation fraught with differences of language, culture, and social models and contexts.

Athalinda McIntosh, building upon the previous presentations, urged that while one must remain cognizant of the caveats, a rationale emerges to support international adult education as a field of academic study, based on her review of British, European and other sources. The rationale is multi-fold. Universities, if they wish to survive, cannot afford to ignore international and transnational issues, particularly in exploring the links of research with policy and practice. Academia must provide leadership in considering political, economic, and social issues that cross national boundaries as they link its educational functions. This cannot be done in national isolation.

WORKSHOP ON DECISIONS IN RESEARCH THAT INFLUENCE FINDINGS

James H. McElhinney
Ball State University

As I conduct the seminars on writings dissertations, and as I work with doctoral students in identifying and stating research questions, choosing and implementing research decisions, reporting what they did and what they discovered, and on the conclusions, I become increasingly aware that completing research requires the researcher to make a multitude of decisions. These decisions are so numerous that they are impossible to include in the books of research methodologies. Knowing that other members of the CPAE have similar experiences, and judging that we might gain by examining together how we make these decisions and how we advise graduate students, the workshop on "Decisions in Research That Influence Findings" was scheduled for the Wednesday morning session.

Fifteen persons participated in three small groups. All were eager to discuss their research experiences. Each group had a recorder. The ninety minutes passed by quickly.

As the recorders gave me their notes at the close of the session, I heard three variations of "I hope you can make something of these notes. I often get involved in the discussion, and my record is incomplete!"

As our research and our experiences teach us, adults are autonomous learners; and, after specific directions from the workshop chair, the time was spent on an agenda of interest to each group's members, interest that only occasionally seemed directly on topics limited by the last three words of the workshop title. But perhaps the last three words were superfluous! Participants talked excitedly about their own decisions, raised questions about decisions, and responded to the questions of others.

The fifteen participants varied in the amounts of time spent on research and on the amounts of research completed and published. None were full-time researchers. All valued the research of others, all had completed research, and all respected the contributions of research to adult education. Most seemed to feel that they should be completing more and using more research. Most had to discharge scheduled non-research activities. Most lacked the financial support and the blocks of time needed for in concentrating on and completing important research.

Following are my interpretations of the notes of recorders:

1. One question stated clearly was "To what extent do research designs, methodologies, etc., match or violate the principles of adult education?" This question stimulated much discussion; and, while not pursued exclusively, it yielded to other topics and then returned several times.

   Factors that influence decisions on this topic included: purposes of the research, existing knowledge, action decisions, the extent to which principles of adult education can be followed without threatening the accuracy or truth of findings, and the extent to which adult "subjects" and "audiences" can be active participants in research.

   Group members judge that the factors influencing the decisions in turn influenced the research findings in the following ways. When researchers must choose between accepted research practices and following principles of adult education, the choices made influence professional acceptance of the study, the complexity of the design, the reliability, the generalizability, and probably other outcomes. In summary, the consensus was that the influences of these decisions on findings would vary widely and that not all ramifications could be identified.

2. Another question examined was "How feasible is the research in terms of financial costs and time required?"

   Factors that influence the decision include the following: Political considerations were the first factor mentioned and several political forces were identified. Examples mentioned were the norms for faculty research in the local setting and in the profession, the press of other responsibilities, the need to balance required and desired activities, the faculty rank of the researcher, *conditions of employment, the individual interests of the researcher, availability of a research population, complexity of instrumentation and data collection, and interest of colleagues.*

Other questions that influenced research activities included these: How will the research methods and findings influence my work behaviors? Will the research demonstrate the values of research methods outside of research settings (objectivity, moving back from role of participant to that of observer and back again, the de-mystification of the research process, etc.)? This group also examined the need to do research important to the field of adult education and true to the principles of adult education. The word "esoteric" was used a number of times.

3. *Another group examined decisions that explored the logic underlying research processes, the importance of completing research questions, and decisions that deal with the science and art of research practices.*

   Considerations that influenced decisions included answers to the following questions: For what purpose? Who wants the data? Will the result be of value? Which methods are most appropriate? How can one skillfully use the artistic perspective? How can one best examine the logic of the research question or hypothesis and the research design?

   This group spent considerable time examining a number of models of research. No closure was reached; ideas were presented. Topics included: the complementary uses of inductive and deductive processes, the extent to which qualitative and quantitative methods complement or clash with each other, the researcher roles as expert, instrument, and decision maker.

Perhaps little that was new or profound was examined. Participation was animated, supportive statements occurred frequently, disagreements were rational, topics were important to those who raised them, people were heard and were responded to. Participants judged that the 90 minutes were well spent.

QUALITY IN QUALITATIVE RESEARCH

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The issue to which I have been asked to respond is this: What constitutes "quality" in qualitative research? However, before that issue can be adequately addressed, it is important to draw the distinction between qualitative research and what is often considered to be the opposite, quantitative research. This distinction has been made on many grounds. Some point to differences in methods and, indeed, the methods of the two do differ. Others distinguish between the objectives. While quantitative research focuses on relationships measured in quantity, qualitative research attempts to derive the essential quality of a set of relationships, and that quality generally refers to the essential meaning imputed to empirical "fact" rather than the empirical fact itself.

To confuse an already confused issue, the epistemological roots of qualitative research weave a complex historical path and seem to be nested in tradition more than in a philosophy of knowledge. Anthropologists, for example, cite Boas as the progenitor methodologist (Roberts, 1976) and, according to Harris (1968), the central distinction between emic and etic is traced to Pike as recently as 1954. For sociology, the symbolic interactionalism of George Herbert Mead is cited as a foundational element from which grounded theory is ultimately derived. Indeed, there are those who now claim that the distinction between qualitative research and quantitative research represents a false dichotomy, that in reality every researcher implicitly employs both. It is logically impossible to do otherwise.

To resolve this issue pragmatically, and thus enable us to move on, in my view the essential distinction between quantitative and qualitative research lies not in its methods, tradition, or use, but in its logic. Quantitative research primarily employs deductive logic. From theory, a proposition is identified and "tested" to verify its logical truth or fallacy. Conversely, in qualitative research, the commonalities and differences among data are inferred inductively.

Deductive logic establishes the parameters for assessing the quality of quantitative research. The significance of the question posed is assessed according to its contribution to pre-existing theory. The internal and external validity of the research is assessed according to the extent to which logically derived rules are followed. After all, one need only follow Kerlinger.

However, the fact that inductive logic forms the basis of qualitative research significantly changes the rules by which quality is assessed. Assessment becomes much more difficult because inferences regarding the commonalities and differences in data take place primarily in the researcher's mind, and are expressed primarily in interconnected metaphor. Two qualitative researchers faced with the same data can arrive at completely different conclusions, the apparent paradox being that both can be "right."

We might analogize to painting, another inductive task. The actual ingredients of painting, data so to speak, are few; color, line, texture, form, and subject. Yet the manifestations are nearly infinite, and most certainly the art world has little trouble distinguishing between good and bad.

Not to belie my assigned task, "What then are the elements of "quality" in qualitative research?" I propose the following:

1. Qualitative research must derive from empirical data, and the connection to data must be compelling. Rather than "inferring" in the absence of data and then using data to "exemplify" the inference, the relationships among data must lead to the inference. It is incumbent on the researcher to demonstrate that inferences are data-derived, for therein rests the internal validity of the research.

2. Qualitative research must be sensitizing, to use a term employed by Glazer and Strauss. The use of metaphor and the interconnections of metaphor must lead us to new insights, a new perspective on reality. Again the analogy to painting is apropos. In painting, the organization of color, line, texture, form, and subject lead to an intangible product embodied in aesthetic. In qualitative research, the organization of data, relationships among data, metaphor and the interconnections of metaphor lead to an intangible product called sensitizing. Sensitizing is real in the same way that aesthetic response is real.

3. Again to use a term from Glazer and Strauss, qualitative research must "ring true." The concept of ringing true is phenomonological and subjective. Actors, familiar with the situation studied, must agree, for example, that the analysis "fits." This is not to say that truth is determined by the canons of deduction, and, in fact, actors may not even be able to express why it is true.

PREPARING ADULT EDUCATORS TO USE QUALITATIVE RESEARCH METHODS

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Qualitative methodologies have won acceptance for a wide variety of applications in adult education. In fact, there appear to be research questions such as causal analysis, for which qualitative methods must be used. Therefore, advanced graduate students in adult education should be prepared to conduct high quality research, using qualitative as well as quantitative methods.

A course in qualitative methods should build on the foundations mastered in one or more traditional research courses. Here are some of the key knowledge and skill clusters students should have mastered in foundation courses:

1. Identify researchable questions (design feasible and useful studies). If students are inadequately prepared, they should be coached in looking for meaningful patterns of events. It is sometimes helpful to play "What if...?" simulations using hypothetical data; if different research outcomes do not lead to differing conclusions or action-oriented decisions, genuine findings will probably be irrelevant.
2. Conceptualize research (develop a theory about key variables and their inter-relationships). Students should be able to conduct and utilize a literature review. They should be able to demonstrate their conceptualization of underlying theory by sketching flow charts, Venn diagrams, etc., to illustrate probable relationships.
3. Define variables in observable terms (show high inter-rater reliability with measuring/recording instruments). As in quantitative research, reliability of findings rests on the use of clearly defined "rules" that allow any informed observer to categorize a given phenomenon in the same way.
4. Understand principles of internal validity (Campbell & Stanley). Qualitative researchers have an even greater need for awareness of alternative explanations for their findings.
5. Understand external validity/ generalizability. A good understanding of statistical generalizability will facilitate learning strategies of analytical generalizability.
6. Able to reduce/summarize data in a meaningful way. Qualitative data is often subjected to post-hoc categorization and summarized with quantitative techniques.
7. Able to write a report which responds to readers' needs.

This is to say that, like my research professor who required us to learn optimum designs for research, I suggest that we first teach the "how's" and "why's" of true experimental design, then quasi-experimental design, and then qualitative research methods.

FIVE CRITICAL ISSUES IN QUALITATIVE RESEARCH

An introductory course in qualitative research methods must prepare adult educators to handle five problem clusters which are often encountered by novice researchers.

1. Conceptualizing the study and setting parameters.
   Qualitative research is done in open systems with many inter-faces and an almost infinite number of variables. It is crucial to identify key variables early in the study and to make sure that it is feasible to observe them in the chosen setting. Classroom exercises should be supplemented with field work in which students design pilot studies, select variables, and define their units of analysis. It is often helpful to require students to identify limits of the study by explicitly describing what will not be researched.
2. Choosing sites, gaining entry/relating to people during study.
   These issues are usually more difficult in qualitative studies than in quantitative studies. The site must be rich in the type of data that is to be collected. It should also be open to researchers and, if many visits will be required, convenience may be a selection criterion. Three other major areas of concern are these:

(a) identifying the role of researcher(s) in the study or at study sites: Are they participant/observers? unobtrusive observers? interviewers?
(b) ethical issues: confidentiality, invasion of privacy, potential involvement in illegal activities, etc.
(c) handling the temptation to intervene when the researcher's position leads to new perspectives or provides additional resources for better decision-making.

3. *Data collection.*
Data collection and documentation procedures are usually more complex and more important in qualitative studies than in limited quantitative research. It becomes particularly crucial in training research staff in large or multi-site projects. A good course in qualitative research should include practice as well as study in the following skills:
Interviewing techniques
Observations and unobtrusive measures
Recording and summarizing field notes
Use of documents and existing data
Storing records for documentation

4. *Data analysis/synthesis; drawing and verifying conclusions.*
The process of moving from observation to meaning should be practiced as well as studied. The reader should be able to distinguish between what the researcher observed and what was inferred. The researcher should be able to defend the accuracy of inferences by eliminating rival explanations. This is particularly important in cross-cultural settings.
There are several techniques specifically for analyzing qualitative data. For example, pattern matching techniques show how observed patterns match empirically derived and/or theoretically-based conceptualizations of what pattern should be observed.

5. *Writing/presenting report.*
It is often more difficult to present a report on a qualitative study than on a quantitative study, where data and statistics may speak for themselves. Nontraditional methods should be taught, such as audio/video/pictorial reports which depict findings more fully and graphically than words. Some researchers have also used a question-and-answer approach to present their findings. Students should know how to use displays such as matrices, graphs, networks, and charts to present findings.

Students need to be aware of the potential implications of the findings for easily identified individuals or groups. Ethical considerations discussed earlier should be reinforced in teaching students how to present reports.

SUMMARY

Qualitative research methods are important tools for researchers in adult education. As in other research approaches, this is a systematic way to increase knowledge by collecting and evaluating observations (data) and teasing out meaning. It is not a mere extension of journalism; although journalists provide a wealth of information and detailed description, they do not attempt to develop an underlying theory or to generalize to other situations.

The qualitative researcher needs to be as concerned about reliability, validity, and generalizability as the experimental researcher. Because of the way in which information is gathered, different techniques are needed to establish a study's credibility as quality research. Our role as professors of adult education is to make sure that advance research courses reinforce general research skills acquired in prior course work, and expand the knowledge and skill base with requisite new information and techniques needed to do reliable, valid, and useful qualitative studies.

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QUALITATIVE PRACTICES THAT STRENGTHEN: VALIDITY, RELIABILITY, GENERALIZABILITY, REPLICABILITY, AND PREDICTION

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Procedures that qualitative researchers may use to produce findings that meet acceptable levels of validity and reliability, that can be generalized to other situations, and that can be replicated and used to predict other phenomena are , in part, what we consider to be aspects of "good" research. Techniques for conducting each of these operations have been described elsewhere (Lincoln and Guba, 1985; Bogdan and Biklen, 1982; Reinharz, 1979; and Reason and Rowan, 1981). Rather than repeat this information, I think my time would be better spent on a brief discussion of the contexts in which these procedures have been developed. By doing so, I hope to make the point that "good" research, qualitative or otherwise, requires that methods used be consistent with the purposes of the research and that its usefulness be judged in terms of its expected audience. Or, as Smircich (1986) has argued, we must go beyond more technical considerations to the question "...as we discuss the criteria for "good" research, shouldn't we also discuss "good" for whom and what purpose?" In summary, I wish to extend the discussion of this topic beyond the limits implicit in the title and include the views of those who subscribe to alternative research paradigms.

The paradigms to which I refer are those of "interpretive" and "critical theory". Those who accept the assumptions of these two paradigms examine the issues of validity, reliability, and other aspects of the research process in ways that differ from those who accept the assumptions of positivism, or empiricism. Indeed, those who work within the boundaries of the alternative paradigms find it necessary to use a different language when describing various aspects of the research process. Thus, for Lincoln and Guba (1985), who operate within the naturalistic, or interpretive paradigm, internal validity becomes credibility, external validity becomes transferability, reliability becomes dependability, and objectivity becomes confirmability.

For some interpretivists, the concept of external validity is meaningless. They claim that a given inquiry could have a "universe of one", thus making generalizability moot. And the concept of replicability loses its significance whenever the event being studied can never recur in precisely the same fashion. Or, as it is poetically phrased, "One can never step into the same river twice."

The interpretivist contends that positivists err when they strive for value-free inquiry, because findings cannot be "investigator-proof", but only can be investigator-free (Lincoln and Guba, 1985). On the other hand, some critical theorists contend that research should be openly ideological, and being so does not by itself preclude trustworthy results (Lather, 1986).

Other authors have taken a stance similar to that of Smircich. In their discussion of validity, Reason and Rowen (1981) take the position that analytical validity--the kind of validity considered important by positivists--is not the only or final criterion of truth (p.346). They propose two additional criteria for validity: political validity-Does this information help me to act more effectively in a given situation? And ontological validity-Does this information help me to experience more directly "my-real-situation-in-the-world?" (p.346).

As a final example of the different meanings given to research by those operating from different perspectives, useful knowledge or "good" research to the positivists is that which enables one to predict, control or manage certain situations. For the critical theorist, this regulatory purpose of research serves to maintain the status quo. Useful knowledge to the critical theorist is that which provides for radical change by enabling a group to reconstruct "reality" and, by doing so, emancipates itself from the oppression of other groups (Smircich, 1986).

What I perceive to be taking place in the recent debates over alternative research paradigms is the challenge to the orthodoxy that has developed about how to do research with its preoccupation with technical issues. We seem to have reached a point where "data-driven {the language of positivists} findings carry epistemic privilege" whereas, they ought to be considered "...just another voice in the conversation" (Lather, 1986, p.11).

Technical issues are not unimportant. Whatever language is used to represent the various aspects of the research process, some technique will need to be used and criteria established for "good" research. However, many voices are now urging that, in addition to technical issues, we begin seriously to look at other assumptive bases that result in quite different perspectives of the research process.

Subscribing to an alternative paradigm obliges one to reformulate the various concepts or qualities that were created to serve the traditional paradigm of positivism. The chief task is to ensure that the methods used to produce research are consistent with our assumption about reality, inquirer/respondent relationship, the nature of truth statements, causality, value-relationships, and the purpose of research.

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ISSUES IN QUALITATIVE RESEARCH

Donald W. Mocker
University of Missouri-Kansas City

One of the assumptions under which I operate is that all planning is contextual. In this discussion, that means that your research design is guided by your question, not the other way around. I believe it was George Homans who once said that issues of methodology are issues of strategies, not of morals.

Although it is fruitless to engage in the above debate, it is equally fruitless not to recognize the fundamental differences between the two. The two approaches are not variations of a similar theme, but are two distinct themes, by different authors, which produce different results.

There are different ways of knowing. (When I use the concept "knowing", I am referring to the process by which researchers discover and validate new knowledge.) When we shift from quantitative to qualitative research, we are doing much more than changing sampling techniques, much more than changing instruments, or much more than changing statistics. We are changing paradigms which are world views, a general perspective, a means by which we hold reality and give that reality new meaning and understanding.

The quantitative researcher assumes that the study of observable or outer deeds is adequate to produce knowledge about people in their world. On the other hand, the qualitative researcher believes that an analysis that considers both the inner and outer elements of human behavior is the appropriate approach. Hurbert Blumer, in his book Symbolic Interaction, said that qualitative research sees meaning as social products formed through activities of people interacting; and Alfred Schultz, in his Collected Papers I, stated it this way: "...to understand social phenomena, the researcher needs to discover the 'actors' definition of the situation." The qualitative researcher assumes that, as humans interact, they construct and know (that is, they discover and validate) that in construction you must be a part of the process. Qualitative researchers assume that individuals and their interpretive process, that is how they give meaning to reality, should be included in the social equation, since no real understanding can develop without it. In quantitative research, on the other hand, one assumes that there is no scientific way to include the individual, with all a person's varied experiences, nor is there a need to do so.

The second topic I was asked to address was when is it most appropriate to use a qualitative design. I think there are at least four answers to this question:

1. *Qualitative research is appropriate when a field lacks the substantive structure that is characteristic of established disciplines.*
2. *Qualitative research is appropriate when you have an adequate substantive structure, but are seeking a new perspective.*
3. *Qualitative research is appropriate when you want a point of view from the "actors" of an activity.*
4. *Qualitative research is appropriate when you want a holistic perspective, rather than a reductionistic perspective.*

SELF-DIRECTED LEARNING, DEVELOPMENT, AND MENTORSHIP

Laurent Daloz
Glover, Vermont

It is a "given" among most adult educators that "self-directed learning" is a Good Thing. Having devoted much of my professional work to helping students become more self-directed, I must agree. But not all self-directed learners are the same. Some want to learn "just the facts"; others are fascinated by their own inner workings; and still others are drawn to explore the "why" of a phenomenon. These may not be simply random differences. There may be patterns -- one may lead to the next. It might help to consider these questions as we design programs for our students.

Does the "self" necessarily work alone?

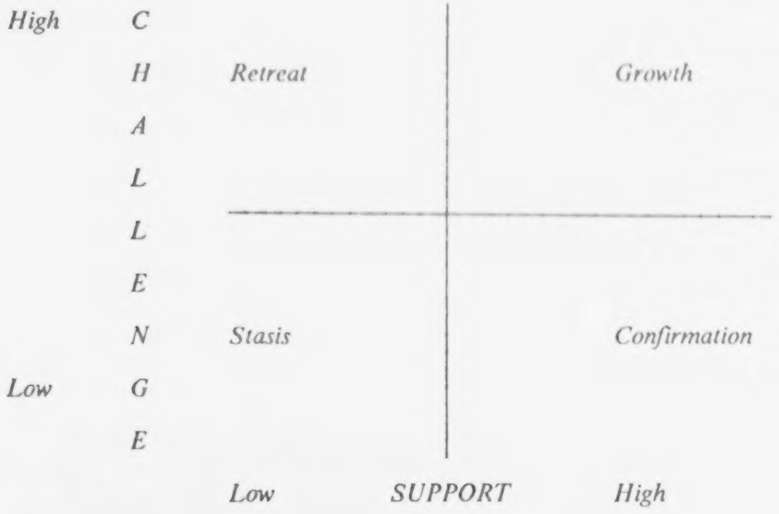
Much evidence suggest that most learning occurs in a social context. How can we help our students to use other people consciously and effectively as teachers, mentors, experts, and peers during their study?

Does the "self" change over time?

Developmental theory would suggest that, as we grow, the boundaries of our "self" shift in important ways. We tend to see the world less in black-and-white terms and more in a multiple and relativistic way. Moreover, we look less for "facts" existing outside of us and more to ourselves as constructors of ideas, formers of theories, and posers of problems. Yet, when some students select topics and design the structure of their own studies, there is the possibility that they will tend only to confirm rather than challenge and expand their world views. How can we ensure that they confront the kind of "disconfirming information" that can bring about accommodative rather than simply assimilative learning?

What is the proper mix of challenge and support in promoting self-directed learning?

In accord with much andragogical theory, we know that teachers and mentors can do much to support adult learners as they design and conduct their studies. But, as the chart below suggests, we owe our learners more than just that.



Some of the ways that mentors challenge their students are these:

1. *Setting tasks*
   (These may properly make no sense to students until done).
2. *Engaging in discussion*
   (Encouraging students to discuss ideas with others).
3. *Heating up dichotomies*
   (Encouraging people to articulate views different from their own).
4. *Constructing hypotheses*
   (Spinning out "as if" situations).
5. *Setting high expectations*
   (Providing concrete instances of good work and expecting people to accomplish their best).

Although some of these seem to imply a close teacher-student contact, most can be accomplished through thoughtful planning sessions and with the intelligent use of learning contracts. In a certain sense, as students develop, they come to discover that, ultimately, all learning is self-directed. But they also come to see that the meaning of the words "self," "directed," and "learning" are no longer what they once were.

BUILDING THEORY FROM PRACTICE

Victoria J. Marsick,
Teachers College, Columbia University

Karen Watkins,
University of Texas

Marsick and Watkins addressed the building of theory from practice within the context of learning in the workplace, drawing from a chapter in a forthcoming book edited by Marsick.[1] *Trends in the post-industrial era suggest that many training solutions fail because they focus on technical solutions that were derived under conditions very different from those prevalent in today's organizations. Workers need more than a set of techniques; they must be able to analyze a situation to determine the nature of the problems through what Schon calls "reflection-in-action".*[2]

Marsick suggested that a new paradigm is emerging for designing workplace learning that is not behaviorist in orientation and that is characterized by "critical reflectivity" -- the capacity to dig below the surface layer of perception to examine taken-for-granted assumptions and values in order to determine whether or not one is addressing the right problem. Two frameworks are used to develop this model, both of which emphasize critical reflectivity in learning: Mezirow's differentiation among domains of learning[3] *and the work of Argyris and Schon on action science.*[4] *The characteristics of this new paradigm call for research strategies that do not follow the positive paradigm, and that bring practitioner and researcher closer together in a collaborative effort. Work in progress at the University of Texas, Austin, and at Teachers College, Columbia University, illustrate this.*

Building on Argyris and Schon and an interest in organizational learning, Watkins described the study she and Wiswell are conducting of incidental learning, that is, "a spontaneous action or transaction, the intention of which is task accomplishment, but which serendipitously increases particular knowledge, skill or understanding." Watkins and Wisell set out to investigate, in greater detail, the nature of incidental learning and the way in which this facilitated or impeded organizational learning, at three sites in Texas: a major research hospital in Houston, a large state government agency, and a Fortune 500 high technology manufacturing company in Austin.

Sixty people in various human resource development roles were interviewed and completed questionnaires about their work-related learning practices, using a specially designed tool called the "Learning Practices Audit." It was hypothesized that people committed to human resource development should practice what they preach, but it was also recognized via the action science framework that espousing certain solutions did not mean people would create them. They found numerous examples of double binds that had led to a gap between what was intended or valued and the action that was actually taken. For example, one department was continually asked to develop a program with very little lead time. In one instance, they were asked to develop a major training program for 5,000 employees on a chemical safety problem in two weeks. In another instance, an individual was serving as a liaison to a large department and found that their training needs were overwhelming -- many more programs were requested than the individual could possibly develop and schedule within the time frames requested. His manager suggested that the best strategy to employ would be to listen very attentively to all requests and to then go ahead and do those that could be done in the time available. The researchers saw that, on the one hand, this strategy did convey to the staff that the training department was empathetic and would listen

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[1] V. Marsick & K Watkins, "Approaches to Studying Learning in the Workplace" in V.Marsick, ed., Learning in the Workplace: Theory and Practice (forthcoming, Croom-Helms).

[2] D. Schon, The Reflective Practitioner (Basic Books, New York,1983), pp.128-133.

[3] J. Mezirow, "A Critical Theory of Self Directed Learning" in S.Brookfield, ed., Self Directed Learning: From Theory to Practice (Jossey Bass, San Francisco,1985).

[4] C. Argyris and D. Schon, Theory in Practice (Jossey-Bass, San Fransisco, California, 1974) and Organizational Learning (Addison-Wesley, Reading, Massachusetts,1978).

to their needs. On the other hand, it might also inadvertently communicate that the training department could do any thing they asked, which might escalate their demands. Or, the inability to respond to all of their needs might lead the staff to conclude that learning was unavailable to them and, therefore to question the learning mission of the training department.[5]

Incidental learning, while powerful in the sense that people fall back on it all the time, can be both positive and negative. Many forms of incidental learning remain in the shadows of taken-for-granted daily life and are seldom brought out to be examined, illustrated, inquired into, or tested against reality. Thus, assumptions are acted upon that may have results very different from those intended. This study is part of a collaborative effort with those researched to identify and examine these assumptions.

At Teachers College, a group of 7 students are collaborating on the design and instruments for a series of case studies of their own workplace settings. They will study both formal and informal learning in the work place. Guiding their study is a framework developed by Mezirow with Brookfield and Marsick, based on Habermas -- learning the job, learning the organization, and learning about oneself; and a set of principles of adult education practice. They will use qualitative methods -- primarily interview, observation, and critical incidents -- and will draw somewhat on a grounded theory approach in analyzing their data. While they are not using the action science framework, they are trying to identify what and how people learn from and in practice, with an emphasis on reflection, reflection-in-action, and critical reflection of taken-for-granted norms and assumptions.

The UT and TC studies share some conceptual framework and research strategies. Both are grounded in the belief that theory should be built by analyzing practice. Both build a community of inquiry. For TC this is faculty and students; UT includes practitioners. Both are based in theoretical frameworks that emphasize reflectivity and critical reflectivity. As such, they seek to understand the reflective practitioner, and thus include a study of informal learning where reflection should naturally take place. But since organizations influence individual learning, these studies acknowledge that informal learning must be studied in terms of organizational context. For TC, this means a recognition that some individual learning takes place in groups. For UT, research is guided by the metaphor of organizational learning. The organization in both is seen as a resource for understanding the way in which socially constructed and agreed-upon norms, meanings, rules, and culture facilitate or impede learning.

Implications for others interested in this kind of research include the following:

a. Conceptual frameworks should orient research, but positivist studies that remain strictly within the confines of a hypothesis are limited in effect. Those being researched are often left with a "so what" reaction. So, too, are many interpretive studies, because the practitioner is left with an explanation for something he or she cannot change without having been brought through a process such as action science that provides tools for changing perspectives and behavior.

b. Both to build theory that will be used and to enhance the capacity of practitioners to change, one must bring the practitioner into the study. One should begin with problems of practice relevant to those studied, i.e., those problems that remain a dilemma despite attempts at change.

c. Stay with the data instead of logical elaboration, but use it to build higher-order theories. Thus one rigorously illustrates inferences, using the data, but also tests for higher-order inferences in order to generate theory.

d. Emphasize qualitative data -- in-depth interviews, observations of interactions, case studies of what happened and what people held back.

e. Data analysis should be participative and should model the use of public testing and inquiry being advocated for practitioners.

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[5] Watkins in Marsick and Watkins, op. cit.

COMPUTER TASK FORCE

Participation in the three sessions organized by the Computer Task Force was the highest since the section was initiated at the 1984 CPAE Conference. At the Tuesday a.m. workshop, chaired by Lee Pierce, Roger Hiemstra and Tom Sork led participants through the process of sending messages and document preparation by computer networking. Concurrently Huey Long, Gary Green, and John Friel demonstrated new software packages for word processing, databases, and spread sheet programs. The Tuesday evening session provided an opportunity for hands-on practice with new computer hardware and software provided by IBM.

On Wednesday morning, Malcolm Knowles facilitated "Interface: Education and Industry," a dialogue on the issues confronting computer literacy and applications to adult education. Industry representatives, Ed Meeham of IBM Corp. and Ken Mason of WordPerfect Corp., reported on exciting new developments in hardware compatibility and user services. IBM is initiating a nationwide program on adult literacy, with several universities involved at this point.

The Task Force identified the following agenda areas as a focus for 1987:

a. *A library of public domain software maintained by a task force librarian.*

b. *An expansion of the directory to include abstracts of software that members find particularly useful and innovative.*

c. *A statement by the task force on ethical issues (confidentiality, copyright, etc.).*

d. *Telecommunications conferencing, whereby task force members link via a network to focus on a particular topic of interest, including the possibility of a pre-conference activity.*

Anyone interested in becoming involved in the Computer Task Force is asked to contact Lee Pierce at the University of Southern Mississippi and John Friel at Kansas State University, the newly elected co-chairs for the coming year.

HUMAN RESOURCE DEVELOPMENT TASK FORCE

Over the past year, the HRD Task Force sponsored development of a draft monograph to CPAE, examining the relationship of HRD to adult education entitled "Academic Preparation of Adult Educators and Human Resource Development Professionals: Is there a Nexus?" The monograph was written in three parts. Portions of it based on feedback given in Hollywood, Florida, at the 1986 AAACE CPAE conference are included in these proceedings. The full report is available from Karen Watkins. The newsletter of the Task Force over the past year was used to submit the draft version of parts one and and two to the HRD Task Force for its comments and editorial suggestions. Written suggestions were received from 10 task force members, and numerous additional comments were made when the monograph was discussed in Florida. These comments have been included in the latest revision.

Other activities by task force members include a content analysis of the beginning HRD course at 16 universities by Peter Cookson, Margarita Pena, and Gladys Collino (paper available from Peter Cookson, Penn State) and the development of a thesaurus of terms for accessing HRD research from a variety of different data bases. Drs. Ronald Sherron of Virginia Commonwealth University and Douglas Smith of Florida International University will make the thesaurus available when it is complete.

At the business meeting of the Task Force, it was decided that Dr. Karen Watkins of The University of Texas at Austin and Dr. Jerry Gilley of The University of Nebraska would coordinate the task force for the next year, with Dr. Watkins serving as the primary contact person for the coming year and Dr. Gilley serving as the coordinator for the following academic year, to ensure continuity of task force activities. Dr. Bart Beaudin of The University of New Mexico *at Albuquerque, with the help of Dr. Bernie Moore of The University of Georgia at Athens, will edit the Task Force newsletter for the coming year.*

Plans for next year center on continuing the efforts of the previous year to seek greater definitional clarity regarding the nature of the field of HRD. Due to the divergence of opinions regarding a definition of HRD, it become clear that the academic preparation of HRD professionals may vary almost as much within the discipline of adult education as it does across the various disciplines currently providing the academic preparation of HRD professionals. The definitional controversy illustrates the contrasting perspectives between those who argue for a definition that is highly exclusive and those who argue for one that is more inclusive (embracing more aspects from other disciplines offering HRD degrees, such as organization development and instructional technology). This contrast in perspectives will be explored through a survey being developed by Jerry Gilley and Bart Beaudin. They will identify crucial questions which currently impede definitional consensus about HRD. This survey will be a key part of next year's CPAE task force presentations.

INSTRUCTIONAL IMPROVEMENT TASK FORCE

Objectives and planned activities of the Task Force on Instructional Improvement for 1986-87 were decided upon after considering several areas of expressed interest. The need was identified for a review of courses most universally taught in graduate programs in adult education. This review would involve a content analysis/synthesis, as well as an overview of resources and methods most commonly used. The outcome of this review would be a document which could be a resource for new faculty in course preparation and for senior faculty in course revisions. Established programs could also use this information as an evaluation resource.

The following procedure will be used to conduct this review. In early 1987, a letter will be sent to graduate programs in adult education requesting copies of syllabi, reading lists, bibliographies, and any other resources used to teach designated courses. The Task Force will be selecting three courses to be reviewed in 1987, with three more courses to be reviewed in 1988. The review process will be carried out by three, two-person teams, each reviewing one course. Each team will write a report, and the separate reports will be compiled into one document. The reports from the courses reviewed in 1988 can be added to the 1987 document to make it more comprehensive in nature. The syllabi will be maintained in a syllabi bank at a designated site for future reference. (Permission will be requested to make the syllabi available.)

A report will be made on this review process at the 1987 CPAE Annual Meeting in Washington, D.C. Other session(s) may also be sponsored by the Task Force examining specific aspects of curriculum and/or instruction.

INTERNATIONAL TASK FORCE

Marcie Boucoulavas and Victoria Marsick will continue as Co-Chairs of the International Task Force for 1986-87. Athalinda McIntosh and Penny Richardson were elected Co-Chairs for 1987-89, to begin their term of office during the Task Force's Business Meeting in 1987. They form a truly international team from both sides of the Atlantic, a symbolic indication of North American-European alliances among adult educators that have spawned an impressive array of study tours, exchanges, and the tri-sponsored conferences (AERC, CASAE, SCUTREA) being planned for 1988 in Calgary, Canada, and Leeds, England. The British/North American Exchange initiated by the International Task Force was partially responsible for this cooperative effort. A West German/North American Exchange is being sponsored for 1988, guided for the Task Force by Beverly Cassara and Guenther Dohmen.

Activities sponsored by the International Task Force at CPAE meetings included:

A pre-conference international networking session in which some 45 persons shared news of international meetings held over the last year, travels, exchanges, and interests. Meetings highlighted included those of SCUTREA, the International League for Social Commitment in Adult Education, and many others.

A panel discussion, separately reported on, focused on a theme being pursued by the Task Force: conceptualization of international adult education as a field of study and practice.

Finally, the business meeting provided an opportunity to catch up on news, to announce coming international activities, and to report on ongoing activities. Reports included an update by Beverly Cassara on a survey of international adult education courses and interests in universities in the United States and Canada. Future efforts will continue to focus on conceptualization of international adult education as field of study and practice and the German/North American Exchange noted above.

The International Task Force also joined the International Associates and the International Section of AAACE in co-sponsoring two activities at AAACE: an international reception (hosted by Klevins Publications) and a guest presentation on adult education in South America by Dr. Felix Adam, President, International Institute of Andragogy, Venezuela.

RESEARCH TASK FORCE

The Research Task Force was inactive during the 1985-86 period between the annual meetings. The co-chairpersons, H. Long and J. McElhinney arranged and conducted two sessions at the annual meeting in Hollywood, Florida.

The annual business meeting was held immediately following the panel presentation, and Roy Ingham was elected chairperson for 1987. He would like those persons who have suggestions for activities of the Research Task Force to contact him by phone (904) 644-4706 or by mail: Educational Leadership Department, 113 Stone Building, Florida State University, Tallahasee, Florida 32306.

SELF-DIRECTED LEARNING TASK FORCE

The Task Force on Self-Directed Learning sponsored an excellent session at the 1986 Commission of Professors meeting entitled "Independent Adult Learning." The session featured Laurent Daloz, author of the book Effective Teaching and Mentoring, *who offered some glimpses of how and why we should encourage independent learning.*

The Task Force also sponsored a business meeting where results of its "Self-Directed Learning Survey" were reported. It was decided that the survey would be put into article form and disseminated through one of the AAACE publications. The Task Force will continue working on a set of recommended strategies for adult educators wishing to facilitate the self-directed learning process. Kay Atman and Burt Sisco will continue as co-chairs of the task force.

THEORY BUILDING TASK FORCE

The Theory building Task Force sponsored one session this year, entitled "Building Theory From Practice." Victoria Marsick and Karen Watkins presented a very stimulating session that was well-attended. This session reflected the continuing interest of members of the Task Force in the relationship between the knowledge of theorists (academicians) and the knowledge of persons practicing in the field. The session for next year will focus on critical thought; it is anticipated that it will draw heavily on a pre-conference session on that topic planned for the Adult Education Research Conference this coming spring. Arlene Fingeret will chair the Task Force and will organize next year's session with Don Mocker's assistance. Anyone interested in presenting or nominating a presenter for next year's session should contact Arlene Fingeret at N.C. State University, Box 7801, Raleigh, NC 27695-7801.

ANNUAL CENSUS OF DOCTORATES CONFERRED IN ADULT EDUCATION

The Commission of Professors of Adult Education, as part of its service to the discipline and the field, annually conducts a census of doctorates conferred in adult education by universities in North America. Early reports were published in Adult Leadership. Reports have been published in Adult Education: 1976/77, Adult Education, Fall, 1978, 29 (1), pp. 65-70: 1978 census, Adult Education, Winter, 1980, 30 (2), pp.123-125; and the 1979 census, Adult Education, Spring, 1982, 32 (3), pp. 175-186. The procedure followed to compile the data was described in the Fall, 1978 issue of Adult Education, 29 (1), p. 65. Although follow-up letters and announcements at annual meetings of the Commission and other professional associations have been used to increase completeness of the listings, it is evident from the fluctuation of the number of institutions reporting annually, from the absence of reports from institutions previously awarding multiple degrees, and from corrections and additions received that reports are traditionally incomplete at time of publication. Combined, however, the census reports of doctorates conferred in adult education projects the growth of the field.

For the years 1981 and 1982, William S. Griffith and MarDell C. Parrish of the University of British Columbia compiled the listings that are included in this year's proceedings. The Commission extends its sincere thanks for the effort that has been expended in providing this useful tabulation for the membership. More recent updates are now being complied, and a listing will be disseminated in the near future.

DOCTORATES CONFERRED IN ADULT EDUCATION
1981 CENSUS

For 1981, 30 institutions reported that 198 degrees in adult education had been conferred. The addition of these doctoral awards brings to 2,867 the total number of degrees which have been conferred since 1935.

ARIZONA STATE UNIVERSITY

Patch, Kenneth
Comparisons of Career Interests, Temperaments and Aptitudes of ADN and BSN Nursing Students.

Rhodes, Gary L.
Development and Validation of a Self-assessment Inventory of Knowledge for Educators of Adults.

Roehl, Janet
Stressful Life Events and Selected Coping Strategies of Reentry Women Students.

Ruggles, Jacqueline
Utilization of Associate Degree, Diploma, and Baccalaureate Degree Nurses in Arizona Hospitals.

Ryan, Mark Edward
Puerto Rico's Educational Policy and its Relation to Political Power: 1898-1976.

Stewart, Robert G.
Consistency of the WRIOT in Individual and Group Settings.

AUBURN UNIVERSITY

Edge, Ronald Roy
A Comparative Study of Support Services for On-campus and Off-campus Students in Graduate Level Teacher Education Courses Offered by Auburn University.

Hill, Fred Donovan
Critique of Some Dominant Ideas in Contemporary Adult Education: A Normative Study.

Peters, Margaret L.
Short-range and Long-range Effects of Marriage Enrichment as an Adult Learning Project Using a Marriage Workbook.

Rice, Linda Teague
A Profile of the Female Doctoral Student who Persisted to the Completion of the Doctoral Degree.

BOSTON UNIVERSITY

Bakken, Marjorie
An Examination of the Factors Which Aid and Impede Women in Completing an Associate of Science Degree Program.

Blaukoph, Phyllis
Life Change Events: Their Impact on Returning Women College Students.

Boudreau, Richard A.
Determining Desirable Criteria for Success as a Campus Director at Fisher Junior College.

Erickson, Arne
An Investigation of Adults' Judgements Regarding the Development of In-service Training Programs for Teachers of Adults.

McDonald, Timothea
Emmanuel College Division of Continuing Education: A Case Study.

Rapalje, Joseph
An Inquiry into the Effects of an Internal-external Change Technique Applied to a Selected Sample of Older Adults.

COLUMBIA UNIVERSITY

Newkirk, Marlou
The Process of Undertaking Independent Study in a Traditional Graduate School of Education.

Suanmali, Chidchong
The Core Concept of Andragogy.

FLORIDA STATE UNIVERSITY

Bowers, George R.
Factors Affecting Frequency of Task Performance: An Analysis of Selected Tasks Performed by Family Planning Nurse Practitioners.

Clark, Agusta Arlene
The Relationship Between Self Concept and Career Aspirations of Adult Basic Education and General Education Development Students.

Jewett, Donald Leo
Designing a Plan of Action to Improve the Effectiveness of Program Committees within Cooperative Extension in New York State.

Windsor, Dulcy W.
Toward a National Program of Nonformal Education in Sri Lanka.

GEORGE WASHINGTON UNIVERSITY

Lemley, Barbara Wink
The Relationship among Perceptions of Business Communications Needs Held by Undergraduate Students, their Supervisors, and Faculty at the University of the District of Columbia.

INDIANA UNIVERSITY

Grubbs, Jerry
A Study of Faculty Members and Students in Selected Midwestern Schools of Theology to Determine Whether their Educational Orientation is Andragogical or Pedagogical.

Hale, Noreen
Present and Retrospective Learning Needs Elicited Through the Autobiographies of Ten Women Over Age 60.

Hershenson, Marvin
A Short Term Workshop Using Transactional Analysis to Determine Education Outcomes as Measured by the Firo-B Criterion Instrument.

Hussein, Ahmed H.
A Study of the Indiana Physical Therapists' Participation in Continuing Education.

Kane, Alan R.
An Experimental Adult Education Workshop in Industrial Safety and Health Training for Supervisors.

Mattes, Judith
The Locus of Control in Selected High Risk College Students in Relationship to Selected Variables and Demographic Information.

Mottweiler, Jack H.
A Self-administered Instrument for the Measurement of Effectiveness of Pastors to be Used as a Basis for the Development of a Continuing Education Program.

Pike, Margaret
Death Anxiety in Pediatric Nurses.

Shelton, Paul
A Replication of Gould's Life-stage Research: Implications for Adult Education.

Shoemaker, Gerald
A Study of Self-selected Study in Organizational

Development and its Relationship to Managerial Job Performance.

IOWA STATE UNIVERSITY

Bejot, Dennis David
The Degree of Self-directedness and the Choice of Learning Methods as Related to a Cooperative Extension Program.

David, Carol Sittler
Evaluating a Screening Instrument for Testout in a Business Communications Course.

Hassan, Awatif Mohamed
An Investigation of the Learning Projects among Adults of High and Low Readiness for Self-direction in Learning.

Pearson, Patricia Briscoe
Using Humor to Teach the Dangling Introductory Modifier.

NORTH CAROLINA STATE UNIVERSITY

Close, Gloria Ruth Webb
An Investigation of Factors Related to Selected Dimensions of the Self-concept of Adult Basic Education Students.

Foley, Mark
Attitudes Toward Women as Leaders in the Military as Related to Selected Factors.

Hemmingway, Judith Siege
A Comparison of the Characteristics and Perceptions of Continuing, New, and Non-continuing Adult Part-time Undergraduate Students at North Carolina State University.

Hobbs, Alma Cobb
Nonnutritional Effects of the Expanded Food and Nutrition Education Program as Perceived by its Graduates in North Carolina.

Jackson, Velma Alston
Community-based Adult Basic Education as Perceived by North Carolina Adult Basic Education Administrators and Teachers.

Meldau, Elizabeth Uzzle
The Role of the District Extension Chairman in the North Carolina Agricultural Extension Service: An Analysis.

Nason, Lawrence Francis

The Influence of the Administrator on the Level of Participation in Program Governance by Citizen Boards of Rural Health Centers.

Parries, Robert Eugene
The Relationship Between Attitude Toward Work and External Learning Experiences of Agriculture and Life Science Students at North Carolina State University.

Rosefield, Herbert Aaron, Jr.
Self-identified Stressors among Correctional Officers.

Smith, Judy Waters
The Older Student in the North Carolina Community College System.

Thorpe, Robert Lee
Identification of Entry-level Competencies for Associate Degree Radiographers as Perceived by Primary Role Definers.

Van Allen, George Howard
An Analysis of the Relationship Between Student Evaluation of Faculty and Student-Faculty Educational Attitude Similarity and Selected Variables.

Weatherford, David Edgar, Jr.
Relationships Between Social Class and Rationality in Decision-making of North Carolina Disadvantaged and Middle-class Farm Families.

West, James Preston
An Analysis of the Role of the District Extension Program Leader in the North Carolina Agricultural Extension Service.

West, Russell Franklin
The Antecedents of Curriculum Program Status in North Carolina Community Colleges.

Wood, Janice L.
Impact of County Extension Directors' Leader Behavior on Overall Job Satisfaction of County Extension Agents.

NORTHERN ILLINOIS UNIVERSITY

Brown, Barbara E.
The Identification of Major Competencies and Attributes Needed by Volunteer Literacy Tutors of Adults and the Development of a Tutor Self-assessment Inventory.

Cohen, Rebecca F.
An Analysis of the Characteristics and Educational Activities of Directors of Nursing Educational Services within Small and Rural Illinois Hospitals.

Ellis, Deloris
A Study of Opinions, Rankings and Recommendations Regarding the Criteria and Procedures Used by County Program Council Members in the Evaluations of Illinois Cooperative Extension Service County Extension Advisers.

Holli, Betsy B.
An Analysis of the Nature and Extent of Continuing Professional Learning of Registered Dieticians in a Metropolitan Area.

Kathrein, Mary Ann
A Study of Self Directed Continuing Professional Learning of Members of the Illinois Nursing Association: Content and Process.

Nolan, Robert
Autonomy Versus Dependency in Adult Second Language Learning.

Parochka, Jacqueline
Beliefs and Intentions to Participate in Continuing Professional Education: A Study of Non-participant Nurses in Rockford, Illinois.

Walker, Susan
The Relationship of Field Dependence-independence to Learning Approach and Achievement of Associate Degree Nursing Students.

Wiley, Katherine
Effects of a Self-directed Learning Project and Preferences for Structure on the Self-directed Learning Readiness of Baccalaureate Nursing Students.

NORTH TEXAS STATE UNIVERSITY

Rymell, Robert G.
Learning Projects Pursued by Adult Degreed Engineers.

OHIO STATE UNIVERSITY

Adkins, Janice Elizabeth
Relationship of Locus of Control and Motivation of Adults to Participation in Credit and Non-credit Continuing

Education Courses.

Bina, James V.
Perceived Importance of Administrative Behaviors and Relationships with Selected Independent Variables as Reported by Local Adult Basic Education Administrators.

Cornett, Sandra Jean
Effects of Structured Learning Environments on the Cognitive Achievement and Coping Abilities of Wives whose Husbands Have Suffered Heart Attacks.

Feaster, Thelma J.
The Job Satisfaction of 4-H Agents in the North Carolina Agricultural Extension Service.

Jones, Alene Smith
The Relationship of Attitudes Toward Parenting and Academic Achievement of Children in a Small Ohio City.

SYRACUSE UNIVERSITY

Gifondorwa, Daniel
A Study of Participatory Planning as an Approach to Adult Education and Rural Development in Less Developed Countries.

Hilton, Ronald
The Short Happy Life of a Learning Society: Adult Education in America, 1930-39.

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Hopkins, Mildred
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Mattes, Judity A.
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Thanamai, Sophon
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Gade, Dolores Marie
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Schieferecke, Angela Theresa
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Warta, Marjorie Jean
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Austin, Jane Ellen
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Barnes, Thelma H.
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Pursch, William C.
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Bellucci, Barbara
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Cherwony, Karen K.
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Gillman, Ruth
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Scanlin, Margery
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